DOCUMENT RESUME

ED 322 804 HE 023 452

AUTHOR	Guthrie, Larry F.
TITLE	External Evaluation of the California State University Summer Bridge and Intensive Learning Experience Programs: Second Year Annual Report.
INSTITUTION	Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS AGENCY	San Francisco State Univ., Calif.
PUB DATE	31 Jul 87
NOTE	102p.; For the final report, see HE 023 776.
PUB TYPE	Reports - Research/Technical (143) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Academic Achievement; Adjustment (to Environment); College Students; Enrollment; Higher Education; *Learning Readiness; Minority Groups; Program Effectiveness; *Student Development; Student Welfare; Study Skills; *Undergraduate Study
IDENTIFIERS	*San Francisco State University CA

ABSTRACT

In 1986, the Far West Laboratory for Educational Research and Development was contracted to conduct a comprehensive evaluation of the California State University's (CSU) Summer Bridge and Intensive Learning Experience (ILE) programs. These new remedial/developmental programs are designed to provide basic skills instruction, orientation, and advisement to entering CSU students who have a high potential for dropout or failure. This report presents interim data on students enrolled in 1985-86 or 1986-87, the first two years of the programs. The evaluation focuses on student retention, performance, and adjustment to university life; program coordination; and campus acceptance and support. The report provides student sampling data, program descriptions and courses, and the outcomes for Summer Bridge Students as well as a sample of the CSU Summer Bridge/ILE Student Survey used by Far West Laboratory in evaluating student adjustment to university life. The report suggests that the Summer Bridge and ILE programs are meeting with considerable success. Both programs are enrolling large numbers of underrepresented minority students; retention rates are impressive; and student academic progress is on a par with that of their peers. Summer Bridge students seem to be adjusting to university life far better as a result of the program. It is noted, however, that certain weaknesses do exist and that the true impact of the programs will require a more longitudinal look. Contains seven references. (GLR)

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FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

SECOND YEAR ANNUAL REPORT*

EXTERNAL EVALUATION OF THE CALIFORNIA STATE UNIVERSITY SUMMER BRIDGE AND INTENSIVE LEARNING EXPERIENCE PROGRAMS

Larry F. Guitarte
Principal Investigator

July 31, 1987

U.S. DEPARTMENT OF EDUCATION
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EXECUTIVE SUMMARY

In 1986, the Far West Laboratory for Educational Research and Development was contracted to conduct a comprehensive evaluation of the California State University's Summer Bridge and Intensive Learning Experience programs. These new remedial/developmental programs, funded initially for three years, are designed to provide basic skills instruction, orientation, and advisement to entering CSU students who have a high potential for dropout or failure. The underlying objective of both programs is to increase the enrollment and retention of underrepresented groups in the CSU system.

The Summer Bridge program is a three- to six-week largely residential program for incoming first time freshmen and transfers. The primary focus of the program is on underrepresented minority students, but selection criteria include admission basis, test scores, first generation college student, participation in EOP, SAA, or other equity programs. The program provides instruction in English and mathematics, academic advising, counseling, and orientation to the university experience.

The Intensive Learning Experience program offers remediation in English and mathemetics to students scoring in the bottom quartile on the English Placement Test or Entry Level Mathematics examination. Program guidelines call for a full academic year of writing and/or math in small classes with attendance required. Academic advising is also to be incorporated.

This report presents interim data on the first two years of the programs and represents one of several reports to be generated by the evaluation: a Final Report that summarizes all three years of the evaluation (June 30, 1988); a collection of Program Profiles of campus programs (July 31, 1987); a set of in-depth Program Case Studies of especially successful programs (June 30, 1988).

This comprehensive evaluation will provide the system and individual campuses with information on effectiveness of the programs as well as alternatives for improvement.

The evaluation developed by Far West Laboratory focuses on student retention, performance, and adjustment to university life; program coordination; and campus acceptance and support. This comprehensive evaluation will provide the system and individual campuses with alternatives for improvement as well as information on effectiveness of the programs. In this report, the Summer Bridge and ILE programs have been examined from these perspectives and reviewed against their overall objectives. While a proper assessment of program effectiveness will require at least another year, regarding program implementation and student outcomes, we have identified several key interim findings.

Program Implementation

- o In both Summer Bridge and ILE, the quality of classroom instruction ranged from poor to very good. Some instructors were experienced

developmental math or English specialists, but others lacked training and expertise.

- In both Summer Bridge and ILE, courses covered a wide range of academic levels. While some classes addressed sophisticated English or math skills, others covered fifth or sixth grade material.

- In both Summer Bridge and ILE, part-time and low-rank instructors were the norm. Part-time lecturers and graduate students taught most classes. Pay was low and continuation of employment was not guaranteed.

- There were five organizational patterns in the ILE programs. These were centralized, coordinated, skewed, autonomous, and decentralized.

- ILE program design was influenced by existing developmental courses. In general, developmental English was more established on most campuses than was developmental math; as a result, many ILE math components were still in the experimental stage.

- The implementation of ILE on some campuses has departed from the original program design. Compliance in enrolling students and class size was irregular; cases; students for whom English is a second language often get no special service; and advising in ILE is often perfunctory.

- Strong policy support from the highest levels facilitated ILE program implementaion. On campuses where policies were established that required students to take the ELM and EPT before their first term, identification and enrollment of students was improved.

- Summer Bridge was usually operated out of the Educational Opportunity Program (EOP) Office and relied heavily upon EOP staff. Past experience and tradition made the EOP a logical place to house the Summer Bridge program.

- Coordination between ILE and Summer Bridge varied across campuses. On several campuses, coordination did not go beyond the formality of proposal sign-off.

- ILE Math programs were often underenrolled. Many students sought alternative ways to prepare for the ELM. Lack of program development and faculty interest also contributed to poor enrollment.

Outcomes for Summer Bridge Students

- Most Summer Bridge students and staff were enthusiastic about the program. Students praised both the academic and orientation aspects of Summer Bridge. Staff devoted evenings and weekends toward making the program a success.

- One-year retention rates for Summer Bridge students were higher than those for students systemwide. This was true for the overall cohort, for regular admits, for special admits, and for underrepresented minorities.

- o Summer Bridge students felt better prepared to meet their academic goals. Survey data showed Summer Bridge students had experiences and attitudes more closely associated with adjustment to university life and retention than did comparable groups of students.

- o Data on academic improvement resulting from Summer Bridge are inconclusive. While there are indications that Summer Bridge students improved their math and English skills, this issue needs further study.

Outcomes for ILE Students

- o ILE programs identified students needing basic skills instruction. More than half were special admits and 40% were underrepresented minorities.

- o Significant numbers of eligible students were not enrolled in ILE. Roughly half of those students who met eligibility criteria for ILE were not served by the program.

- o Both regular admit and special admit ILE students had higher one-year retention rates than did comparable students systemwide. Relative to students eligible for ILE, but not enrolled, regular admits had better one-year retention rates; and special admits, somewhat lower rates.

- o Academic progress for ILE students thus far is similar to that of comparable groups of students. Additional performance data and further analyses will be needed to adequately address this issue.

In summary, both Summer Bridge and ILE appear to be meeting with considerable success. Both programs are enrolling large numbers of underrepresented minority students; retention rates for Summer Bridge and ILE students are impressive so far; and their academic progress is on a par with that of their peers. As a result of the program, Summer Bridge students seem to be adjusting better than peers to university life. Across the system, the programs have responded to local needs and resources in creative ways. Programs are not static; seeking to improve, directors have made changes when problems were identified.

The evaluation has also identified several areas that require attention. Implementation of ILE has, in some cases, departed from the original program design; linkage between Summer Bridge and ILE was little more than a formality on some campuses; institutional support for the programs was weak on several campuses; and instructional quality varied widely in both programs, as did the academic level of courses. Some of these problems will be easier to solve than others, but all need to be addressed.

Since the impact of Summer Bridge and ILE on students may not appear until later in their university careers, the next year is of critical importance to the external evaluation. Over this period, students' retention will be further tracked; several programs will be examined in depth through case studies; information from the first two years will be analyzed more closely in an attempt to tease out factors that contribute to program effectiveness.

ACKNOWLEDGEMENTS

This report represents the cumulative effort of the entire external evaluation team: project directors Grace Pung Guthrie and Ralph F. Baker; research assistants, Margaret Boothroyd and Evelyn Fuji Hawkins; and our administrative assistant, Barbara Piper. The evaluation design, data collection, site visits, report writing, and production were accomplished by this team.

Without the support and guidance of Vicente (Bert) Rivas and Philip Garcia of the Division of Retention Services, and Kenneth Simms of Academic Programs and Policy Studies in the Chancellor's Office, our task would have been impossible. Thanks are also due the staff of Analytical Studies, who provided us with much of the data upon which this report is based. To our project advisors, John E. Roueche, Joan Sallee, Adrianne Bank, and M. Susana Navarro, we also extend our gratitude. Finally, we acknowledge the generous cooperation of the program directors, staff, and students at all the campuses; they provided us with the data we needed whenever we asked and welcomed us to their campuses for site visits. Over the course of the site visits, we interviewed over 150 students; they were always cooperative and open, despite what must have appeared to be strange circumstances to some. We owe our thanks to them as well.

Larry F. Guthrie
Principal Investigator

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CHAPTER ONE

INTRODUCTION

In 1986, the Far West Laboratory for Educational Research and Development was contracted to conduct a comprehensive evaluation of the California State University's Summer Bridge and Intensive Learning Experience programs. These new remedial/developmental programs, funded initially for three years, are designed to provide basic skills instruction, orientation, and advisement to entering CSU students who have a high potential for dropout or failure. This report presents interim data on the first two years of the programs; the final report of the evaluation will be submitted June 30, 1988.

The Summer Bridge and Intensive Learning Experience (ILE) represent a substantial investment in human and material resources and are part of a comprehensive educational equity effort that the system has undertaken. The underlying objective of both programs is to increase the enrollment and retention of underrepresented groups in the CSU system.

A thorough evaluation of these programs is an essential component of the overall effort because it provides the system and individual campuses with information on effectiveness of the programs as well as alternatives for improvement. In general terms, the evaluation developed by Far West Laboratory focuses on student retention, performance, and adjustment to university life; program coordination; and campus acceptance and support.

This report represents one of several documents to be generated by the evaluation: a Final Report that summarizes overall findings (June 30, 1988); a collection of Program Profiles of campus programs (July 31, 1987); a set of in-depth Program Case Studies of especially successful programs (June 30, 1988).

The Summer Bridge and Intensive Learning Experience Programs

The underrepresentation of Hispanics, Blacks, and other minorities in the California State University system is well documented. Although Hispanic and Black youths constitute 23% and 8.9% respectively of the California population of 18-20 year olds, only 8.5% of Hispanics and 5.5% of Blacks meet eligibility index criteria for admission to CSU. In contrast, nearly 75% of Non-Hispanic Whites meet the criteria, but constitute only 61.3% of 18-20 year olds (CSU Commission on Hispanic Underrepresentation, 1984). There is thus a compelling need to focus on increasing university enrollment of Black, Hispanic, recently arrived Asian, and Native American students in California.

Many of those minorities who do enter the system are underprepared academically, first-generation college students, and/or financially disadvantaged. Minorities accounted for over 80% of those scoring in the lowest quartile on the English Placement Test (EPT) and

nearly 50% of those scoring in the lowest quartile of the Entry Level Mathematics Examination (ELM). In addition, nearly 70% of Black students and 38% of Hispanic students entering CSU do so via Special Admissions (CSU Division of Analytical Studies, 1985).

The Summer Bridge and Intensive Learning Experience programs represent a systemwide approach to improving the retention and performance of underrepresented minorities and underprepared students in general. While the programs share these long term goals, they differ in design, duration, and short term purpose.

The Summer Bridge program is a three- to six-week largely residential program for incoming first-time freshmen and transfers. The primary focus of the program is on underrepresented minority students, but selection criteria also include admission basis, test scores, first generation college student, participation in EOP, SAA, or other equity programs. In addition to instruction in English and mathematics, the program also provides academic advising, counseling, and orientation to the university experience.

The Intensive Learning Experience program offers remediation in English and mathemetics to those students scoring in the bottom quartile on the English Placement Test or Entry Level Mathematics Examination. Program guidelines call for a full academic year of writing and/or math in small classes with attendance required. Academic advising is also to be incorporated.

The Summer Bridge and Intensive Learning Experience Programs are important vehicles for developing, testing, and refining alternative and innovative strategies for improving the teaching/learning process and student/university adjustment. What is learned from these programs will be vital to CSU as it seeks to manage changes in organization and standards that will facilitate improved recruitment, admission, and graduation of underrepresented minority students.

Overview of the Evaluation

The design of the external evaluation of the Summer Bridge and ILE programs is both summative and formative. A primary focus is on the degree to which the Summer Bridge and ILE programs meet their intended goals, both individually and collectively. These goals include improved student learning, retention, and adjustment to university life. From a formative perspective, the evaluation will assess program implementation and coordination, campus acceptance, and administrative support. The linkage of program features to successful outcomes provides a basis for program improvement.

The evaluation covers three cohorts of first-time-freshman (FTF) students enrolled in Summer Bridge and ILE from the summer of 1985 through June 1988. In this Second Annual Report, two cohorts of students enrolled in Summer Bridge and ILE are reported on--those enrolled in 1985-6 or 1986-7 school years. In addition, several comparison groups have been identified for the evaluation. Among them are: (a) a cohort of students scoring in the bottom quartile on EPT

and/or ELM in the year prior to program initiation (1984); (b) those students marginally exempt from ILE (between 25-35 percentile on EPT and/or ELM) in 1985-6 and 1986-7; and (c) those students who were eligible for ILE, but failed to enroll in the program.

Multiple research strategies have been employed in the evaluation. One major activity has been the retrieval of student background, enrollment, retention, and performance data from systemwide data bases. This has been accomplished through the cooperation of the Division of Analytical Studies in the California State University Chancellor's Office. A second major activity has been to conduct site visits to campus programs. Eight Summer Bridge programs and all 18 ILE programs were visited during the 1986-7 academic year. During the site visits, evaluation staff interviewed campus program coordinators, program staff, students, equity program personnel, and other faculty and conducted observations of selected classes and activities. Finally, a survey measuring Summer Bridge student's adjustment to university life was administered in ILE classes in spring, 1987. Over 4200 responses were received and analyzed.

Several products will result from the evaluation in addition to this annual report: The Final Report will present summary findings of the evaluation and offer suggestions for program modification. A collection of Program Profiles will provide brief, focused descriptions of campus programs accompanied by tables summarizing key program characteristics. In-depth Case Studies of five especially successful programs will explore more fully the possible factors that contribute to program success.

Research Questions

Several research questions have guided both the evaluation design and the analysis of results. These can be grouped into three broad areas: system and campus context, program implementation, and student outcomes.

System and Campus Context

The effectiveness of programs for students can best be interpreted if comparable descriptive data on student enrollment and university characteristics are included. An important point of comparison, for example, for student retention and performance will be similar figures for the entire system as well as for a particular campus. The local environments of univerities--their enrollment, student population, support program linkages, and location--constitute a necessary context for generalizing across campuses and help to portray the conditions under which campus programs operate.

Program Implementation

The evaluation has examined the implementation of programs from several perspectives, including program enrollment, campuswide accep-

tance and support, administration and staffing, and curriculum. Each of these is briefly described below.

Enrollment. An important set of questions revolves around the Summer Bridge and ILE enrollments and the effect of student selection criteria; what these are and how they are applied will determine the extent to which the appropriate clientele are being served by the program. Selection of students for ILE is formula driven, the single criterion being ELM or EPT scores in the lowest quartile. For this program, the evaluation has attempted to determine how the formula is applied, and whether it is identifying the students most in need of service. For Summer Bridge, a variety of selection criteria may be employed, so that specific program selection procedures will need to be assessed for their effectiveness in enrolling students who are most in need of service or come from underrepresented minority groups.

Acceptance and support. A critical variable will be the place of the program within the overall fabric of the university and its coordination and acceptance. Remedial and developmental programs often suffer from isolation and stigmatization; they tend to succeed, on the other hand, when they become an institutional priority. Coordination with other equity efforts reduces duplication of services and at the same time allows participating students to take advantage of other programs. These are some of the issues addressed in interviews with program personnel, as well as other university faculty of entry-level baccalaureate English and math courses and educational equity program personnel.

Administration and staffing. With regard to program organization, program administration and staffing have been shown to be an essential component of program effectiveness. Programs gain status when they have administrative support and are integrated into regular departments (Maxwell, 1979; Obler, 1983), and linked in course content (Burnham, 1983). The choice of instructional and other staff may prove to be important as well, since some studies appear to show fulltime instructors to be an important ingredient in program success (Roueche & Snow, 1978). These program features have been a high priority of the evaluation during sites visits and in review of program documents.

Curriculum and instruction. Another important program element is the curriculum. The curriculum content and its articulation with baccalaureate courses has been found to be a prime factor in student success and persistence. Courses should be useful, pragmatic, and feed directly into the regular courses. Other issues of interest in Summer Bridge include the types of other experiences provided students (lectures, tours, advising), their conduct and the time allocated to them, and the extent to which the program is integrated into university life through the participation of instructors, departments, and other service units.

Among the features of instructional delivery focused on in the evaluation are the amount of direct instruction from the teacher, opportunity to learn, tutoring, and individualization. This evaluation plan includes multiple measures of these variables reflecting not

only the adequacy of basic skills instruction in English and mathematics, but the effectiveness of orientation and advising efforts as well.

Student Outcomes

The final set of questions concerns the outcomes for students. The major expected outcome for both Summer Bridge and ILE is retention in the university. In addition, certain academic outcomes are expected for ILE. ILE students should, for example, exhibit adequate performance in subsequent baccalaureate English and mathematics. An additional goal for Summer Bridge students is improved adjustment to college life. For the most part, these data have been part of the student tracking process that has employed both program records and systemwide student data bases.

These questions confirm the FWL conviction that the CSU system and individual campus programs will benefit most from an external evaluation that extends beyond a narrow set of outcome data. Descriptions of essential aspects of program components allow us to account for program success and design program improvement. If the evaluation is to be formative as well as summative, then information on a range of variables associated with program design and operation is needed.

Design of this Report

The remaining chapters in this report present interim findings from the evaluation.

Chapter Two examines the student sample for the evaluation from several perspectives: by campus, ethnicity, admission basis, and ELM and EPT scores. The relationship between program enrollment and selections procedures is discussed.

Chapter Three describes the Summer Bridge and Intensive Learning Experience programs as implemented across the CSU system. Administration, staffing, curriculum, campus context, and campus support are among the program features compared across campuses.

Chapter Four presents available data on outcomes for students. These include continued enrollment, campus GPA, units attempted/completed, and for Summer Bridge students, adjustment to university life. Where possible, results for program students are compared to those for students in identified comparison groups or with the system as a whole.

Chapter Five summarizes conclusions that may be drawn from the evaluation thus far.

CHAPTER TWO

SUMMER BRIDGE AND ILE STUDENT SAMPLE

This chapter describes the sample of students included in the evaluation of the Summer Bridge and Intensive Learning Experience (ILE) programs. Two cohorts of students for each program are described from the 1985-6 and 1986-7 academic years. Data are presented by campus, ethnicity, admission basis, and scores on the ELM and EPT. Procedures for data gathering and access are first described; then data on the sample for each cohort are presented. Differences in selection criteria for each program determine, to some extent, which data are presented.

Data Gathering and Access

A major task over the first year of the external evaluation has been to develop an efficient process for gaining access to CSU system data. This has been accomplished through a coordinated effort involving Far West Laboratory (FWL), Retention Services, the Division of Analytical Studies, and the Summer Bridge and ILE program directors on each campus. In general, the procedure has been for campus program directors to submit to Far West Laboratory a roster of enrolled students for each year. A computer data base containing rosters from all campuses was then developed and saved on magnetic tape, which was, in turn, transfered to the Division of Analytical Studies in the Chancellor's Office. There, identifiers for students were matched against systemwide data bases, from which background and enrollment data were retrieved. Results of this complex matching process are presented in Table 2.1.

This table shows that overall match rates for 1985-6 ILE and Summer Bridge were 97.3% and 94.2%; match rates for 1986-7 were 96.1% and 90.2%. This means that the student sample on which analyses were conducted is a virtually total sample. At the campus level, only the 1986-7 Summer Bridge sample at Humboldt was below 75%, while most campuses had match rates near 100%. All analyses in the report are based on data from the matched sample.

Selection Criteria

Selection criteria for both the Summer Bridge and ILE programs have an important bearing on the types of students recruited. Differences in the assumptions underlying the Summer Bridge and ILE programs produce different selection criteria. For Summer Bridge, campuses can consider a variety of factors in selecting students for the program. Among these are Special Admission status, low scores on the EPT, ELM, SAT or ACT exams, low income background, first generation college, and participation in equity programs (EOP, SAA, MESA). The effects of these selection criteria are shown in the distribution of students participating.

Table 2.1

ILE and Summer Bridge Enrollment and Match Rates for 1985-6 and 1986-7

CAMPUS	1985-6						1986-7					
	ILE			Summer Bridge			ILE			Summer Bridge		
	Roster	Match		Roster	Match		Roster	Match		Roster	Match	
		Number	%		Number	%		Number	%		Number	%
Bakersfield	81	74	91.4	111	98	88.3	66	55	83.3	128	110	86.0
Chico	201	198	98.5	134	122	91.0	191	188	98.4	190	151	79.5
Dominguez Hills	139	126	90.6	115	93	80.9	136	127	93.4	108	87	80.6
Fresno	213	213	100.0	239	237	99.2	151	139	92.1	276	271	98.2
Fullerton	347	320	92.2	159	132	83.0	258	238	92.3	201	175	87.1
Hayward	214	207	96.7	108	103	95.4	150	145	96.7	115	102	88.7
Humboldt	36	35	97.2	31	30	96.8	43	33	76.8	72	49	68.1
Long Beach	0	0	--	172	162	94.2	237	222	93.7	178	155	87.1
Los Angeles	615	599	97.4	412	404	90.1	345	338	98.0	247	244	98.8
Northridge	657	643	97.9	234	229	97.9	739	729	98.6	339	312	92.0
Pomona	323	320	99.1	111	105	94.6	148	143	96.6	112	106	94.6
Sacramento	210	206	98.1	57	55	96.5	162	159	98.1	73	70	95.9
San Bernardino	82	80	97.6	26	26	100.0	51	50	98.0	43	37	86.0
San Diego	638	631	98.9	177	168	94.9	529	525	99.2	183	174	95.1
San Francisco	423	405	95.7	88	78	88.6	332	321	96.7	100	90	90.0
San Jose	459	455	99.1	85	78	91.8	277	257	92.8	81	71	87.7
San Luis Obispo	0	0	--	90	90	100.0	0	0	--	84	78	92.9
Sonoma	102	101	99.0	82	79	96.3	99	92	92.9	72	64	88.9
Stanislaus	82	80	97.6	42	41	97.6	43	42	97.7	33	32	97.0
TOTAL	4822	4693	97.3	2473	2330	94.2	3963	3804	96.1	2635	2378	90.2

Selection of students for the Intensive Learning Experience program is formula-driven; eligible participants are first-time-freshman students scoring in the bottom quartile on the EPT and/or ELM. A score of 141 or below on EPT and 25 or below on ELM determine students' eligibility for the program.

Summer Bridge Sample

This section describes the Summer Bridge sample from three perspectives, by campus enrollment, ethnic enrollment, and student admission basis.

Ethnic Enrollment by Campus

An underlying goal of the Summer Bridge program is to increase the enrollment and retention of underrepresented minority students, in particular, Blacks and Hispanics. Enrollment data from each campus, therefore, have been analyzed in terms of the ethnic codes used in the Enrollment Reporting System (ERSS) data base. Ethnic enrollment for each cohort will be discussed, and then comparisons between the two years will be drawn.

Table 2.2 shows Summer Bridge enrollment for 1985 by campus and ethnicity. The last column presents total Summer Bridge enrollment for each campus, along with percentage of systemwide enrollment. The bottom row contains systemwide figures for 1985 Summer Bridge enrollment by ethnicity. Comparable data for 1986 are shown on Table 2.3.

Several points can be made about Summer Bridge enrollment based upon the data presented in these two tables:

- Summer Bridge program size varied widely. Of the more than 2300 students enrolled systemwide in Summer Bridge, campus enrollments ranged from less than 50 to over 400 in 1985, and to over 300 in 1986. Half the campuses had enrollments of over 100 students, and three (Los Angeles, Fresno, and Northridge) served more than 200 students each year. At the same time, three smaller campuses (Stanislaus, Humboldt, and San Berardino), enrolled fewer than 50 students.

- Systemwide, Summer Bridge programs attracted the underrepresented minority groups sought. In the first year of the program, Mexican Americans made up 34.1%; Other Hispanics, 6.7%; and Blacks, 27.8%. These three groups together account for nearly 70% of Summer Bridge enrollment, which is nearly five times the Black and Hispanic enrollment of first-time freshmen systemwide (17.8%) in 1985-6. In 1986, underrepresented minorities accounted for over three-fourths (76.2%) of the Summer Bridge enrollment. The Fresno and San Bernardino programs once again attracted over 50% Mexican Americans, and Black students were heavily represented in the San Francisco,

Table 2.2

1985 Summer Bridge: Campus by Ethnicity

CAMPUS	ETHNICITY: Native American	Filipino	Black	Mexican American	Other Hispanic	Asian	Pacific Islander	White	All Other	No Response	Decline to State	ROW TOTAL
Bakersfield	1 1.0%	4 4.1%	22 22.4%	37 37.8%	6 6.1%	3 3.1%	0 0.0%	20 20.4%	4 4.1%	0 0.0%	1 1.0%	98 4.2%
Chico	6 4.9	4 3.3	37 30.3	41 33.6	6 4.9	6 4.9	2 1.6	16 13.1	4 3.3	0 0.0	0 0.0	122 5.2
Dominguez Hills	0 0.0	17 18.3	30 32.3	28 30.1	4 4.3	5 5.4	1 1.1	5 5.4	2 2.2	1 1.1	0 0.0	93 4.0
Fresno	7 3.0	2 0.8	40 16.9	153 64.6	5 2.1	18 7.6	0 0.0	11 4.6	1 0.4	0 0.0	0 0.0	237 10.2
Fullerton	0 0.0	3 2.3	30 22.7	45 34.1	8 6.1	27 20.5	0 0.0	16 12.1	1 0.8	2 1.5	0 0.0	132 5.7
Hayward	0 0.0	6 5.8	41 39.8	20 19.4	7 6.8	18 17.5	1 1.0	6 5.8	4 3.9	0 0.0	0 0.0	103 4.4
Humboldt	9 30.0	1 3.3	7 23.3	7 23.3	1 3.3	0 0.0	1 3.3	2 6.7	2 6.7	0 0.0	0 0.0	30 1.3
Long Beach	5 3.1	5 3.1	79 48.8	50 30.9	10 6.2	6 3.7	1 0.6	2 1.2	3 1.9	0 0.0	1 0.6	162 7.0
Los Angeles	3 0.7	17 4.2	47 11.6	130 32.2	31 7.7	106 26.2	0 0.0	13 3.2	3 0.7	48 11.9	6 1.5	404 17.3
Northridge	5 2.2	9 3.9	110 48.0	55 24.0	34 14.8	7 3.1	0 0.0	5 2.2	4 1.7	0 0.0	0 0.0	229 9.8
Pomona	1 1.0	4 3.8	25 23.8	62 59.0	9 8.6	1 1.0	1 1.0	2 1.9	0 0.0	0 0.0	0 0.0	105 4.5
Sacramento	1 1.8	3 5.5	17 30.9	12 21.8	3 5.5	16 29.1	0 0.0	3 5.5	0 0.0	0 0.0	0 0.0	55 2.4
San Bernardino	1 3.8	0 0.0	6 23.1	15 57.7	1 3.8	1 3.8	0 0.0	1 3.8	1 3.8	0 0.0	0 0.0	26 1.1
San Diego	0 0.0	24 14.3	54 32.1	49 29.2	8 4.8	19 11.3	1 0.6	7 4.2	5 3.0	0 0.0	1 0.6	168 7.2
San Francisco	3 3.8	8 10.3	33 42.3	5 6.4	5 6.4	11 14.1	0 0.0	1 1.3	4 5.1	8 10.3	0 0.0	78 3.3
San Jose	1 1.3	2 2.6	23 29.5	24 30.8	3 3.8	22 28.2	0 0.0	1 1.3	1 1.3	0 0.0	1 1.3	78 3.3
San Luis Obispo	3 3.3	11 12.2	13 14.4	29 32.2	10 11.1	9 10.0	2 2.2	12 13.3	0 0.0	0 0.0	1 1.1	90 3.9
Sonoma	2 2.5	0 0.0	24 30.4	11 13.9	5 6.3	1 1.3	0 0.0	34 43.0	0 0.0	0 0.0	2 2.5	79 3.4
Stanislaus	0 0.0	0 0.0	10 24.4	22 53.7	1 2.4	4 9.8	0 0.0	3 7.3	1 2.4	0 0.0	0 0.0	41 1.8
COLUMN TOTAL % OF TOTAL	48 2.1	120 5.2	648 27.8	795 34.1	157 6.7	280 12.0	10 0.4	160 6.9	40 1.7	59 2.5	13 0.6	2330 100.0

Note: Percentages may not equal 100 because of rounding

Table 2.3

1986 Summer Bridge: Campus by Ethnicity

	ETHNICITY											
CAMPUS	Native American	Filipino	Black	Mexican American	Other Hispanic	Asian	Pacific Islander	White	All Other	No Response	Decline to State	ROW TOTAL
Bakersfield	0 0.0%	3 2.7%	22 20.0%	46 41.8%	12 10.9%	8 7.3%	0 0.0%	16 14.5%	3 2.7%	0 0.0%	0 0.0%	110 4.6%
Chico	3 2.0	0 0.0	36 23.8	53 35.1	11 7.3	4 2.6	0 0.0	33 21.9	6 4.0	5 3.3	0 0.0	151 6.3
Dominguez Hills	1 1.1	7 8.0	37 42.5	20 23.0	12 13.8	3 3.4	1 1.1	3 3.4	1 1.1	1 1.1	1 1.1	87 3.7
Fresno	6 2.2	2 0.7	45 16.6	160 59.0	13 4.8	24 8.9	0 0.0	15 5.5	5 1.8	0 0.0	1 0.4	271 11.4
Fullerton	3 1.7	6 3.4	40 22.9	58 33.1	13 7.4	27 15.4	0 0.0	23 13.1	5 2.9	0 0.0	0 0.0	175 7.4
Hayward	1 1.0	4 3.9	41 40.2	23 22.5	4 3.9	21 20.6	1 1.0	4 3.9	1 1.0	0 0.0	2 2.0	102 4.3
Humboldt	14 28.6	0 0.0	24 49.0	4 8.2	2 4.1	3 6.1	0 0.0	1 2.0	1 2.0	0 0.0	0 0.0	49 2.1
Long Beach	0 0.0	10 6.5	64 41.3	52 33.5	13 8.4	7 4.5	2 1.3	5 3.2	2 1.3	0 0.0	0 0.0	155 6.5
Los Angeles	0 0.0	7 2.9	37 15.2	103 42.2	34 13.9	31 12.7	0 0.0	3 1.2	5 2.0	24 9.8	0 0.0	244 10.3
Northridge	2 0.6	11 3.5	135 43.3	95 30.4	49 15.7	6 1.9	2 0.6	7 2.2	4 1.3	0 0.0	1 0.3	312 13.1
Pomona	1 0.9	0 0.0	31 29.2	56 52.8	14 13.2	0 0.0	1 0.9	1 0.9	0 0.0	1 0.9	1 0.0	106 4.5
Sacramento	1 1.4	4 5.7	24 34.3	28 40.0	7 10.0	2 2.9	2 2.9	1 1.4	0 0.0	0 0.0	1 1.4	70 2.9
San Bernadino	0 0.0	0 0.0	10 27.0	17 45.9	5 13.5	3 8.1	0 0.0	2 5.4	0 0.0	0 0.0	0 0.0	37 7.3
San Diego	0 0.0	23 13.2	66 37.9	42 24.1	10 5.7	25 14.4	1 0.6	5 2.9	2 1.1	0 0.0	0 0.0	174 7.3
San Francisco	0 0.0	10 11.1	50 55.6	4 4.4	17 18.9	3 3.3	2 2.2	1 1.1	1 1.1	2 2.2	0 0.0	90 3.8
San Jose	0 0.0	0 0.0	35 49.3	12 16.9	5 7.0	16 22.5	0 0.0	2 2.8	1 1.4	0 0.0	0 0.0	71 3.3
San Luis Obispo	2 2.6	2 2.6	25 32.1	23 29.5	11 14.1	8 10.3	0 0.0	6 7.7	1 1.3	0 0.0	0 0.0	78 3.3
Sonoma	1 1.6	3 4.7	22 34.4	14 21.9	7 10.9	2 3.1	1 1.6	13 20.3	0 0.0	0 0.0	1 1.6	64 2.7
Stanislaus	0 0.0	0 0.0	6 18.8	11 34.4	3 9.4	7 21.9	0 0.0	4 12.5	1 3.1	0 0.0	0 0.0	32 1.3
COLUMN TOTAL % OF TOTAL	35 1.5	92 3.9	750 31.5	821 34.5	242 10.2	200 8.4	13 0.5	145 6.1	39 1.6	33 1.4	8 0.3	2378 100.0

Note: Percentages may not equal 100 because of rounding

San Jose, and Long Beach Programs. Asians made up over 20% of the students in the San Jose and Hayward programs.

- High proportions of underrepresented minority students were mirrored at the campus level. Blacks and Hispanics accounted for over 80% of the participants at six campuses (Fresno, Long Beach, Northridge, Pomona, San Bernardino, and Stanislaus), and no campus enrolled fewer than 50%. Fourteen programs recruited Native Americans for the Summer Bridge program, and at Humboldt, they accounted for 30% of the students.

- The relative concentrations of ethnic groups varied across campuses. Each year, the Fresno, Pomona, and San Bernardino programs were over 60% Hispanic, while Northridge and Long Beach had high concentrations of Black students (over 40%). The highest proportions of Asian students (over 20%) were found at Sacramento, San Jose and Los Angeles campuses.

- In some cases, Summer Bridge enrollments contrasted greatly with the overall freshman class percentages at the campus. In 1985, at Long Beach, Blacks made up over 48.8% of the Summer Bridge participants, but only 8.8% of freshmen campuswide; at San Francisco, Blacks accounted for 42.3% of the Summer Bridge participants, but only 12.4% of all freshmen. Similarly, Fresno's Summer Bridge enrollment was 66.7% Hispanic, whereas they made up only 18.7% of the freshman class.

In general, these enrollment patterns persisted across the two years. Enrollment increased by only 48 students, high percentages of underrepresented minorities were achieved, and the relative size and ethnic enrollments at campus programs remained fairly constant. There were, however, some interesting variations:

- Participation of targeted minority groups showed an increase systemwide. Black enrollment increased 16% (102 students) and Hispanic enrollment went up 12% (111 students). Asians, on the other hand, made up a somewhat smaller proportion than in 1985 (9.4% rather than 12.9%); and White enrollment was consistent at just under 6%.

- Participation of underrepresented minorities increased dramatically on some campuses. Humboldt, for example, recruited 17 more Black students for an increase of over 200%. Among the larger programs, Northridge added 25 more Blacks, a 23% rise, and San Diego enrolled 22 more (22%). Increases of more than 30% in Hispanic enrollment were seen at eight campuses: Bakersfield, Chico, Fullerton, Northridge, Sacramento, San Bernardino, San Francisco, and Sonoma. Northridge added 55 more students, a 62% increase over the previous year, while Sacramento and San Francisco more than doubled their enrollments with increases of 20 and 11 students, respectively.

Admission Basis

An important selection criterion in identifying students for Summer Bridge is their admission basis. Summer Bridge seeks to provide extra orientation and basic skills instruction to those students most at risk, and because special admits may lack academic preparation, or be in financial need, they are a target group. Since academic preparation is an important part of Summer Bridge, in this section, the admission basis of Summer Bridge students is examined relative to ILE participation and EPT/ELM scores.

Table 2.4 presents the Summer Bridge sample for both the 1985 and 1986 cohorts. For each cohort, enrollment levels and percentages are reported for Alternate, Regular, and Special Admit students. Summer Bridge enrollment is presented relative to ILE participation. Summer Bridge Only includes those students who were enrolled in Summer Bridge, but did not continue to ILE. Students participating in both programs are designated Summer Bridge-ILE on the table.

Within the Summer Bridge Only group, students are further catagorized by EPT/ELM scores: bottom quartile on either exam; between 25% and 35% on either exam; and above 35% on both exams. Those scoring in the bottom quartile in Summer Bridge Only were eligible for ILE, but, for whatever reason, did not participate in the program. Several conclusions can be drawn from these data:

- Most Summer Bridge students were Special Admits. For 1985, 1449 (62.2%) of Summer Bridge participants were Special Admits; for 1986, the figure was 1504 (63.2%). In addition, both the number and relative proportion of Special Admits increased the second year of the program.

- ILE participation among Summer Bridge students decreased over the two years. While nearly half (44.9%) the Summer Bridge students went on to ILE in 1985, in the next year, these students accounted for less than 40% of the total.

- Summer Bridge attracted underprepared students. More than half of Summer Bridge students scored in the bottom quartile on either ELM or EPT. The ILE and bottom quartile groups account for over half the Summer Bridge enrollment in each year (58.3% in 1985 and 53.4% in 1986). Among special admits, over two-thirds met this criterion.

- Linkage with ILE could be improved. In 1986, 30.2% of Summer Bridge students eligible for ILE (scored in the bottom quartile on one of the exams) did not participate. In 1985, 23.0% did not. These students totaled over 300 each year.

- Summer Bridge recruited a significant number of academically able students. Over 40% of the students either passed both exams or were marginally exempted from ILE. Among Special Admits the figure is closer to 30%.

Table 2.4

1985-6 and 1986-7 Summer Bridge Sample by Admission Basis

	Admission Basis			
	Alternate	Regular	Special	TOTAL
1985-6 SB Only				
<25%	15 (4.8)[a]	87 (27.9)	210 (67.3)	312 (13.4)[b]
25-35%	1 (1.1)	34 (38.2)	54 (60.7)	89 (3.8)
>35%	17 (1.9)	506 (57.3)	360 (40.8)	883 (37.9)
SB-ILE	10 (1.0)	211 (20.2)	825 (78.9)	1046 (44.9)
TOTAL SB	43 (1.8)	838 (35.9)	1449 (62.2)	2330 (100.0)
1986-7 SB Only				
<25%	4 (1.0)	107 (27.9)	273 (71.1)	384 (16.1)
25-35%	1 (0.7)	49 (34.0)	94 (65.3)	144 (6.1)
>35%	65 (6.7)	490 (50.8)	409 (42.4)	964 (40.5)
SB-ILE	8 (0.9)	150 (16.9)	728 (82.2)	886 (37.3)
TOTAL SB	78 (3.3)	796 (33.5)	1504 (63.2)	2378 (100.0)

[a]Numbers in parentheses are row percents
[b]Numbers in parentheses are column percents

Intensive Learning Experience

This section presents data on ILE enrollment by ethnicity and admission basis. Selection for ILE is formula-driven: first-time-freshman students scoring in the bottom quartile on the EPT and/or ELM are eligible for the program, regardless of ethnicity. Nevertheless, an underlying goal is to improve the retention of high risk minority students. As such, before examining the ethnic and campus distribution within the ILE sample, we look first at ethnic representation in the pool of eligible students in each year.

Ethnic Representation in EPT/ELM Bottom Quartile

As context for ILE student selection, scores of first-time freshmen on EPT and ELM relative to ILE eligibility were examined by ethnic group. Tables 2.5 and 2.6 present results for EPT in 1985 and 1986. Tables 2.7 and 2.8 present comparable data for ELM.

These tables show three types of data relevant for ILE enrollment. Across ethnic groups, they present the total number and percent of test-takers and the number and percent scoring in the bottom quartile. In addition, within each ethnic group, the tables show (bottom row) the percent that scored in the bottom quartile. In 1985, for example, 15,817 first-time freshmen took the EPT; of these, 3616 scored 141 or below, and thus fell in the bottom quartile. Among total test-takers, over half (54.2%) were White, 16.0% were Asian, and 9.6% were Mexican American. In contrast, students in the bottom quartile were 37.1% Asian, 14.5% Mexican American, and only 19.7% White.

The bottom row on each Tables 2.5 to 2.8 shows the percent scoring in the bottom quartile within each ethnic group. This percentage shows what proportion of students within each ethnic group is eligible for ILE. If ethnic groups were equally represented, then 25% of each would be expected in the bottom quartile. As these data show, there were wide variations across ethnic groups. Based upon the data from the EPT (Tables 2.5 and 2.6), these conclusions may be drawn:

- Asians made up over one-third of the students scoring in the bottom quartile on the EPT, even though they account for less than 20% of the test-takers.

- Students scoring in the bottom quartile were overrepresented in the Asian and Black populations of test-takers. Of the 1340 first-time-freshman Asians taking the EPT in 1985, 53.0% scored 141 or below; in 1986, the figure was even higher (55.3%). Nearly half (47.0% and 47.1%) of the Black students scored in the bottom quartile.

- Among Hispanic students, large numbers also met the ILE eligibility criterion. Over one-third (34.5% and 37.1%) of Mexican-American students scored in the bottom quartile on the EPT each year. Other Hispanics did somewhat better (28.5% and 32.2%).

Table 2.5

1985 EPT: Percent of First-Time Freshmen in Bottom Quartile by Ethnic Group

ETHNICITY

	No Response	Native American	Filipino	Black	Mexican American	Other Hispanic	Asian	Pacific Islander	White	ROW TOTAL
Total FTF Test Takers	812	142	572	1140	1521	466	2526	65	8573	15817
Row %	5.1	0.9	3.6	7.2	9.6	2.9	16.0	0.4	54.2	100.0
FTF Bottom Quartile	165	24	168	536	525	133	1340	14	711	3616
Row %	4.6	0.7	4.6	14.8	14.5	3.7	37.1	0.4	19.7	100.0
Column %	20.3	16.9	29.4	47.0	34.5	28.5	53.0	21.5	8.3	22.9

II-10

Table 2.6

1986 EPT: Percent of First-Time Freshmen in Bottom Quartile by Ethnic Group

ETHNICITY

	No Response	Native American	Filipino	Black	Mexican American	Other Hispanic	Asian	Pacific Islander	White	ROW TOTAL
Total FTF Test Takers	821	128	748	1288	1686	662	2816	54	9499	17702
Row %	4.6	0.7	4.2	7.3	9.5	3.7	15.9	0.3	53.7	100.0
FTF Bottom Quartile	194	29	212	607	626	213	1558	17	775	4231
Row %	4.6	0.7	5.0	14.3	14.8	5.0	36.8	0.4	18.3	100.0
Column %	23.6	22.7	28.3	47.1	37.1	32.2	55.3	31.5	8.2	23.9

Table 2.7

1985 ELM: Percent of First-Time Freshmen in Bottom Quartile by Ethnic Group

ETHNICITY

	No Response	Native American	Filipino	Black	Mexican American	Other Hispanic	Asian	Pacific Islander	White	ROW TOTAL
Total FTF Test Takers	712	128	493	1128	1442	426	1658	52	7129	13168
Row %	5.4	1.0	3.7	8.6	11.0	3.2	12.6	0.4	54.1	100.0
FTF Bottom Quartile	130	29	49	527	405	100	105	6	837	2188
Row %	5.9	1.3	2.2	24.1	18.5	4.6	4.8	0.3	38.3	100.0
Column %	18.3	22.7	9.9	46.7	28.1	23.5	6.3	11.5	11.7	16.6

Table 2.8

1986 ELM: Percent of First-Time Freshmen in Bottom Quartile by Ethnic Group

ETHNICITY

	No Response	Native American	Filipino	Black	Mexican American	Other Hispanic	Asian	Pacific Islander	White	ROW TOTAL
Total FTF Test Takers	710	117	649	1260	1585	611	1870	49	7968	14819
Row %	4.8	0.8	4.4	8.5	10.7	4.1	12.6	0.3	53.8	100.0
FTF Bottom Quartile	94	27	47	464	365	121	84	8	789	1999
Row %	4.7	1.4	2.4	23.2	18.3	6.1	4.2	0.4	39.5	100.0
Column %	13.2	23.1	7.2	36.8	23.0	19.8	4.5	16.3	9.9	13.5

- Less than one-tenth of White students scored in the bottom quartile on the EPT. Across the two years, the figures were 8.2% and 8.3%.

Tables 2.7 and 2.8 present comparable data for the ELM in 1985 and 1986, respectively. Percentages of first-time-freshman test-takers are similar to those for the EPT, but significant differences can be seen in the representation of ethnic groups in the bottom quartile. These points can be made from the data:

- On the ELM, White students occupy a much higher percentage of those eligible for ILE (38.3% and 39.5%) than on the EPT (less than 20% each year).

- Asians account for a very small portion (4.8% and 4.2%) of those scoring in the bottom quartile on the ELM. This is in contrast to their heavy overrepresentation on the EPT.

- Together, Mexican-American and Other Hispanic students accounted for nearly one-fourth (23.1% and 24.4%) of the students who scored in the bottom quartile.

- Among Asian test-takers, a very small percent scored in the bottom quartile on the ELM. Only 6.3% of Asians scored 25 or below in 1985 and 4.5% in 1986.

- Black students scoring in the bottom quartile were overrepresented in the group of Black ELM test-takers. Nearly half (46.7%) scored below 25 in 1985. In 1986, this overrepresentation persisted, but at a smaller percentage (36.8%).

These analyses show that the eligibility pool for ILE, those students scoring in the bottom quartile on either exam, was predominantly Asian in English and White in math. Black and Mexican-American students are overrepresented in the bottom quartile systemwide on both EPT and ELM. The large Asian representation in English can be accounted for by the high proportion of non-native speakers of English among that group. For Whites, the percentage relative to total freshman enrollment is actually quite small, since White students make up nearly 70% of students systemwide.

ILE Ethnic Enrollment By Campus

The focus of this section is ethnic enrollment in ILE, both systemwide and by campus. While ethnicity is not a specific selection criterion for ILE, increasing the retention and performance of minority students is an important underlying goal. Data on systemwide enrollments are compared to the eligibility data discussed in the previous section. Available data for the evaluation for the 1985-6 and 1986-7 cohorts do not separate English and mathematics enrollments. Data collection for 1987-8 will be adjusted to reflect enrollments by discipline.

Tables 2.9 and 2.10 display the matched ILE enrollment figures for 1985-6 and 1986-7. Table 2.9 shows that in the first year, a total of 4693 students were enrolled; of these, 24.6% were White, 23.4% were Asian; Mexican-American and Black students accounted for 18.9% and 18.6% respectively. Figures for 1986-7 ILE programs were comparable. Table 2.10 shows that in 1986-7, 3804 students were in the sample; of these, 25.6% were White, 22.7% Asian, 19.7% Black, and 16.2% Mexican American. From these tables, the following points can be made:

- ILE enrollment at campuses ranged from less than 100 students to over 700. The smallest programs were at Humboldt, Bakersfield, San Bernardino, and Stanislaus. The most ILE participants were in the Northridge, San Diego, Los Angeles, and San Francisco programs. All but two campuses in 1985-6 and one in 1986-7 operated ILE programs.

- Underrepresented minority students made up over 40% of ILE enrollment systemwide in each year. Asians and Whites each accounted from about one-fourth of the students.

- Four campuses enrolled over 50% underrepresented minorities in their ILE classes: Dominguez Hills, Bakersfield, Fresno, and San Bernardino. The largest enrollments were found at Northridge (313), San Diego (304), and Los Angeles (290).

- Asians were heavily represented at several campuses. San Francisco, San Jose, Los Angeles, Pomona, and Fullerton all enrolled over 100 Asians in ILE.

- Over the first two years of the ILE program, total enrollment dropped by 19%, from 4693 to 3804. Enrollments at some campuses fell more than 25%. Only Northridge showed a significant increase, enrolling an additional 86 students in the second year. As pointed out above, however, these data do not take into account enrollment by discipline, i.e., English and mathematics. A student enrolled in both ILE English and ILE Math is counted only once. Further, enrollment figures reported to the Chancellor's Office showed an increase in enrollments in both ILE English and ILE Math over this period of time.

With regard to the apparent decrease in enrollment, two additional points can be made. First, one possible explanation for the discrepancy between the data in this sample and the enrollment figures reported to the Chancellor's Office might be an increase in the number of students taking both ILE English and ILE Math. An attempt to explore this possibility, however, proved inconclusive. In the present data set, EPT and ELM scores are available on 60% (2818 in 1985-6) of the ILE students. Of those having data, however, 26.7% scored in the bottom quartile on both exams in 1985-6, and 22.8% did in 1986-7. In other words, the available data suggests a decrease as well in

Table 2.9

1985-6 ILE: Campus by Ethnicity

ETHNICITY

CAMPUS	Native American	Filipino	Black	Mexican American	Other Hispanic	Asian	Pacific Islander	White	All Other	No Response	Decline to State	ROW TOTAL
Bakersfield	2 2.7%	5 6.8%	17 23.0%	29 39.2%	2 2.7%	6 8.1%	0 0.0%	9 12.2%	3 4.1%	1 1.4%	0 0.0%	74 1.6%
Chico	6 3.0	4 2.0	29 14.6	34 17.2	5 2.5	7 3.5	2 1.0	107 54.0	4 2.0	0 0.0	0 0.0	198 4.2
Dominguez Hills	1 0.8	12 19.5	54 42.9	22 17.5	8 6.3	19 15.1	0 0.0	8 6.3	1 0.8	0 0.0	1 0.8	126 2.7
Fresno	3 1.4	0 0.0	31 14.6	81 38.0	4 1.9	35 16.4	0 0.0	51 23.9	5 2.3	0 0.0	3 1.4	213 4.5
Fullerton	2 0.6	7 2.2	36 11.3	50 15.6	11 3.4	107 33.4	1 0.3	97 30.3	3 0.9	3 0.9	3 0.9	320 6.8
Hayward	3 1.4	7 3.4	60 29.0	16 7.7	17 8.2	46 22.2	2 1.0	51 24.6	5 2.4	0 0.0	0 0.0	207 0.7
Humboldt	5 14.3	0 0.0	5 14.3	6 17.1	0 0.0	1 2.9	0 0.0	16 45.7	2 5.7	0 0.0	0 0.0	35 0.7
Los Angeles	0 0.0	22 3.7	65 10.9	182 30.4	43 7.2	206 34.4	2 0.3	26 4.3	16 2.7	32 5.3	5 0.8	599 12.8
Northridge	4 0.6	14 2.2	184 28.6	86 13.4	43 6.7	117 18.2	0 0.0	182 28.3	10 1.6	0 0.0	3 0.5	643 13.7
Pomona	4 1.3	8 2.5	32 10.0	88 27.5	22 6.9	113 35.3	1 0.3	46 14.4	4 1.3	1 0.3	1 0.3	320 6.8
Sacramento	0 0.0	3 1.5	36 17.5	24 11.7	5 2.4	32 15.5	1 0.5	91 44.2	8 3.9	1 0.5	5 2.4	206 4.4
San Bernadino	1 1.3	0 0.0	13 16.3	28 35.0	1 1.3	2 2.5	0 0.0	32 40.0	2 2.5	0 0.0	1 1.3	80 1.7
San Diego	6 1.0	44 7.0	133 21.1	139 22.0	32 5.1	63 10.0	3 0.5	185 29.3	14 2.2	0 0.0	12 1.9	631 13.4
San Francisco	2 0.5	27 6.7	61 15.1	14 3.5	19 4.7	185 45.7	3 0.7	56 13.8	8 2.0	25 6.2	5 1.2	405 8.6
San Jose	4 0.9	20 4.4	83 18.2	56 12.3	11 2.4	149 32.7	3 0.7	110 24.2	11 2.4	0 0.0	8 1.8	455 9.7
Sonoma	1 1.0	0 0.0	25 24.8	13 12.9	4 4.0	3 3.0	1 1.0	51 50.5	2 2.0	0 0.0	1 1.0	101 2.2
Stanislaus	1 1.3	0 0.0	9 11.3	20 25.0	2 2.5	6 7.5	0 0.0	37 46.3	5 6.3	0 0.0	0 0.0	80 1.7
COLUMN TOTAL % OF TOTAL	45 1.0	173 3.7	873 18.6	888 18.9	229 4.9	1097 23.4	19 0.4	1155 24.6	103 2.2	63 1.3	48 1.0	4693 100.0

Note: Percentages may not equal 100 because of rounding

Table 2.10

1986-7 ILE: Campus by Ethnicity

	ETHNICITY											
CAMPUS	Native American	Filipino	Black	Mexican American	Other Hispanic	Asian	Pacific Islander	White	All Other	No Response	Decline to State	ROW TOTAL
Bakersfield	0 0.0%	1 1.8%	12 21.8%	27 49.1%	5 9.1%	5 9.1%	0 0.0%	5 9.1%	0 0.0%	0 0.0%	0 0.0%	55 1.4%
Chico	0 0.0	0 0.0	25 13.3	34 18.1	7 3.7	3 1.6	1 0.5	106 56.4	4 2.1	8 4.3	0 0.0	188 4.9
Dominguez Hills	0 0.0	7 5.5	63 49.6	15 11.8	7 5.5	9 7.1	2 1.6	21 16.5	1 0.8	1 0.8	1 0.8	127 3.3
Fresno	4 2.9	1 0.7	10 7.2	51 36.7	3 2.2	35 25.2	1 0.7	28 20.1	4 2.9	0 0.0	2 1.4	139 3.7
Fullerton	3 1.3	5 2.1	39 16.4	35 14.7	14 5.9	69 29.0	1 0.4	67 28.2	4 1.7	1 0.4	0 0.0	238 6.3
Hayward	0 0.0	9 6.2	45 31.0	20 13.8	6 4.1	47 32.4	1 0.7	15 10.3	2 1.4	0 0.0	0 0.0	145 3.8
Humboldt	7 21.2	0 0.0	9 27.3	3 9.1	0 0.0	4 12.1	0 0.0	7 21.2	3 9.1	0 0.0	0 0.0	33 0.9
Long Beach	2 0.9	12 5.4	60 27.0	43 19.4	13 5.9	27 12.2	1 0.5	57 25.7	5 2.3	0 0.0	2 0.9	222 5.8
Los Angeles	2 0.6	12 3.6	39 11.5	85 25.1	29 8.6	98 29.0	0 0.0	19 5.6	7 2.1	46 13.6	1 0.3	338 8.9
Northridge	4 0.5	21 2.9	163 22.4	78 10.7	30 4.1	150 20.6	1 0.1	262 35.9	12 1.6	0 0.0	8 1.1	729 19.2
Pomona	2 1.4	0 0.0	29 20.3	39 27.3	21 14.7	28 19.6	0 0.0	18 12.6	5 3.5	1 0.7	0 0.0	143 3.8
Sacramento	1 0.6	6 3.8	15 9.4	32 20.1	7 4.4	18 11.3	2 1.3	71 44.7	4 2.5	0 0.0	3 1.9	159 3.8
San Bernadino	2 4.0	0 0.0	7 14.0	14 28.0	3 6.0	4 8.0	0 0.0	18 36.0	2 4.0	0 0.0	0 0.0	50 1.3
San Diego	1 0.2	39 7.4	109 20.8	88 16.8	29 5.5	100 19.0	3 0.6	137 26.1	8 1.5	0 0.0	11 2.1	525 13.8
San Francisco	0 0.0	32 10.0	56 17.4	7 2.2	19 5.9	148 46.1	2 0.6	36 11.2	6 1.9	14 4.4	1 0.3	321 8.4
San Jose	3 1.2	16 6.2	44 17.1	21 8.2	9 3.5	109 42.4	0 0.0	46 17.9	7 2.7	0 0.0	2 0.8	257 6.8
San Luis Obispo	0 0.0	0 0.0	0 0.0	0 0.0	1 100.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.0
Sonoma	1 1.1	3 3.3	18 19.6	13 14.1	7 7.6	4 4.3	0 0.0	45 48.9	0 0.0	0 0.0	1 1.1	92 2.4
Stanislaus	2 4.8	0 0.0	5 11.9	13 31.0	2 4.8	6 14.3	0 0.0	14 33.3	0 0.0	0 0.0	0 0.0	42 1.1
COLUMN TOTAL % OF TOTAL	34 0.9	164 4.3	748 19.7	618 16.2	212 5.6	864 22.7	15 0.4	972 25.6	74 1.9	71 1.9	32 0.8	3804 100.0

Note: Percentages may not equal 100 because of rounding

the number of students eligible by virtue of their scores on both exams. The second point is that, in the third year of the evaluation, an attempt will be made to resolve this discrepancy. Enrollment data on students will be collected and analyzed by subject, for example.

Several factors might have contributed to variations in ILE enrollment across campuses. Foremost among these are, of course, the relative distributions of ethnic groups at each location. In addition, however, programs also varied in the ways they identified eligible students and enrolled them. These issues are discussed in Chapter Three.

Admission Basis. Table 2.11 presents data on the ILE sample by Admission Basis. Also included on this table is information on the 1984-5 comparison cohort identified by the Division of Analytical Studies from system data bases. For each cohort, the number and percent of students admitted within each catagory are presented. In the 1985-6 cohort, for example, 2077 (44.3%) students were Special Admits out of a total sample of 4693. Within the ILE cohorts, three groups of students are presented: identified ILE students, ILE-eligible students who were not enrolled in ILE classes, and Marginal students (those scoring just above the eligibility criterion for ILE). Since there was no ILE program in 1984-5, figures for only ILE-eligible and Marginal students are presented. Conclusions that can be reached from these data are the following:

- ILE enrollment is about equally divided between Special and Regular Admits. In 1985-6, 54.1% were Regular Admits and 44.3% were Special Admits; for the 1986-7 cohort, these figures were 51.3% and 45.2%, respectively.

- Comparison groups within cohorts showed different patterns of admission basis. Among ILE-Eligible students, only about one-third (30.9% in 1985-6 and 33.3% in 1986-7) were Special Admits. The Marginal group included even fewer Special Admits (15.4% in 1985-6 and 19.5% in 1986-7). This pattern of admission for the Marginal group was reflected in the 1984-5 comparison cohort.

- Significant numbers of eligible students are not being enrolled in ILE. ILE-eligible students in 1985-6 numbered 2365 (33.5% of the eligible pool); in 1986-7, there were 3208 (45.8%). Programs appear to be more successful in enrolling Special Admits; ILE program students account for 74.0% of eligibles in 1985-6 and 61.7% in 1986-7.

Several factors may account for the discrepancies between the number of students eligible for ILE and those actually enrolled. One possibile explanation is that students delayed taking the EPT or ELM until after ILE classes were formed. Another is that accurate and timely data on test scores is not readily avialable to program directors. This was an issue on several campuses and is discussed in Chapter Three. A third explanation is that campuses are weakly applying eligibility rules. While some campuses require students to

Table 2.11

ILE Sample by Admission Basis

	Admission Basis			
	Alternate	Regular	Special	TOTAL
1984-5				
ILE-Eligible (<25%)	34 (0.7)	2787 (59.1)	1898 (40.2)	4719
Marginal (25-35%)	5 (0.3)	1257 (78.9)	332 (20.8)	1594
1985-6				
ILE	79 (1.7)	2537 (54.1)	2077 (44.3)	4693
ILE-Eligible (<25%)	56 (2.4)	1579 (66.8)	730 (30.9)	2365
Marginal (25-35%)	12 (0.8)	1308 (83.8)	241 (15.4)	1561
1986-7				
ILE	132 (3.5)	1952 (51.3)	1720 (45.2)	3804
ILE-Eligible (<25%)	80 (2.5)	2061 (64.2)	1067 (33.3)	3208
Marginal (25-35%)	21 (1.2)	1381 (79.3)	339 (19.5)	1741

Note: Numbers in parentheses are row percents

enroll in ILE, others merely offer it to eligible students. This issue is also covered in the next chapter.

To investigate compliance further, additional analyses were conducted on those students enrolled in ILE. As noted earlier, for 40% of ILE students, no ELM or EPT test scores were available. This raises the question of how more than 1500 students in each year were enrolled in ILE, but had no test scores. One explanation might be that the TEST data base, from which scores were retrieved, contained incomplete or outdated information on the student sample. Another explanation is that program directors applied proxy exams, such as SAT scores, to identify students. A third possibility is that ineligible students were admitted to ILE. These possibilities and others will be examined as part of the third year of the evaluation.

Available scores on the EPT and ELM provide evidence that ILE largely serves students who are underprepared in English, rather than math. Three-fourths of those students for whom EPT and/or ELM scores were available, were eligible for English, while only two-fifths were eligible for math. Of the 2701 students in the 1985-6 ILE cohort for whom scores were available, 49.1% were eligible because of their EPT score alone; 17.1% scored in the bottom quartile on the ELM; and another 24.1% scored below the criterion on both exams. The remaining 9.7% of the students were eligible on neither exam. Since programs have some flexibility regarding the enrollment of ineligible students when space is available, the last figure might be expected. However, the number of ineligible students for whom scores are unavailable is not known.

CHAPTER 3

PROGRAM DESCRIPTIONS

In this chapter, we begin by discussing the contexts of ILE and Summer Bridge programs. Then we describe and analyze the program variations for both ILE and Summer Bridge. The focus of discussion is on the emerging themes across the sites. For a more detailed description of each program, please refer to the ILE Program Profiles and Summer Bridge Program Profiles.

Program Contexts

To provide the background information for both ILE and Summer Bridge programs, Table 3.1 displays the enrollment figures for each campus and its ILE and Summer Bridge programs. Table 3.1 also shows the percentage of minority (ethnic groups other than White) enrollment within each category. Enrollment information is for the 1985-6 school year because the 1986-7 ILE data were not yet available at this writing. The following program descriptions and themes for both ILE and Summer Bridge, however, are based on data collected during the site visits the evaluation team conducted in 1986-7.

The percentages of overall campus minority enrollment range from 9.2% at Humboldt to 54.6% at Los Angeles. For ILE programs, the percentages of minority enrollment range from 43.6% at Sacramento to 92.9% at Dominguez Hills. These rates are considerably higher than those for overall campus enrollment. The Summer Bridge minority enrollment figures are even more impressive; the percentages range from 58.5% at Sonoma to 99.3% at Long Beach. Clearly both ILE and Summer Bridge programs are reaching out to serve underrepresented minorities.

Intensive Learning Experience

Table 3.2 displays the organization and components of ILE programs on all 18 campuses. In general, each program has at least a director, an English component, and a math component. On a number of campuses, there are additional components such as ESL, advising, or counseling. Table 3.2 also shows the rank of the personnel directing the program or coordinating the program components. Table 3.3 gives further details on course offerings and types of instructors within each program. Considerable program and personnel variation is evident from these two tables. ILE programs are by no means cookie-cutter programs. In the following, we discuss a number of themes that emerged from the cross-site analysis.

Table 3.1

1985-6 Summer Bridge and ILE:
Percent Minority Enrollment by Campus and Program

CAMPUS	Campus Enrollment	Campus Percent Minority	ILE Enrollment	ILE Percent Minority[a]	SB Enrollment	SB Percent Minority[a]
Bakersfield	3,776	24.4	81	82.3	111	74.5
Chico	14,667	10.6	201	44.0	134	83.6
Dominguez Hills	7,649	60.1	139	92.1	115	91.3
Fresno	16,918	25.8	213	72.4	239	95.0
Fullerton	23,445	26.3	347	74.0	159	85.6
Hayward	12,173	38.4	214	73.0	108	90.3
Humboldt	6,220	10.0	36	48.6	31	86.6
Long Beach	32,519	34.2	--	--	172	96.3
Los Angeles	20,525	67.2	615	86.9	412	82.7
Northridge	28,871	26.3	657	69.6	234	96.1
Pomona	17,207	35.1	323	83.7	111	98.1
Sacramento	23,313	23.1	210	49.0	57	94.5
San Bernardino	6,513	25.1	82	56.2	26	92.4
San Diego	34,014	20.3	638	66.6	177	92.2
San Francisco	25,143	40.4	423	76.8	88	83.3
San Jose	25,479	34.4	459	71.6	85	96.1
San Luis Obispo	16,140	15.4	--	--	90	85.6
Sonoma	5,491	11.8	102	46.5	82	54.5
Stanislaus	4,255	19.5	82	47.4	42	90.3
TOTAL	324,626	29.8	4,822	70.9	2,473	88.3

[a]Source is matched FWL sample

Table 3.2

ILE Organization

Campus	Director	English		FSL		Math		Other
		Coordinator	Depts	Coordinator	Depts	Coordinator	Depts	
Bakersfield	Asst VP, Dean of Undergrad Studies, Chair of ILE Council	ILE instructor in English and Reading	Eng Dept; School of Ed	Same as ILE English Coordinator	English Dept	ILE math instructor	Math Dept	ILE FACULTY ADVISOR: Assistant Professor
Chico	Asst to the Provost, Coord EPT/ELM and Grad Writg Test	Assistant Professor of English	English Dept	N/A	N/A	Part-time Math lecturer	Math Dept; Community College	ILE ADVISOR: Affiliated with Office of Advising and Orientation
Dominguez Hills	Assoc Dean of Acad Affairs, Prof of Chemistry	Full Professor of English	English Dept	Same as ILE English Coordinator	English Dept	Chair of Math Department	Math Dept	N/A
Fresno	Staff member of Learning Assist Center	Associate Professor of English	English Dept	N/A	N/A	Part-time Math lecturer	Math Dept	N/A
Fullerton	Director of Learning Assist Center, Summer Bridge Director	Full-time English faculty member	English Dept	Same as ILE English Coordinator	English Dept	Math Dept faculty member and Community College faculty member	Community College	COORDINATOR OF STUDENT DEVELOPMENT: LAC staff member, Coordinator of Summer Bridge
Hayward	Assoc VP for Academic Programs	Full-time English lecturer	English Dept	Same as ILE English Coordinator	English Dept	Part-time Math lecturer	Math Dept	N/A
Humboldt	Student Education Services staff member	None	English Dept	N/A	N/A	None	Math Dept	N/A
Long Beach	Eng lecturer, Composition Coordinator	None	Depts of English, Black Studies, Mex Am Studies	N/A	N/A	None	Community College	ILE ADVISOR: CSULB graduate student ILE MONITOR: CSULB senior in English
Los Angeles	Dean of Undergrad Studies	Full professor of English, ILE Program Monitor	English Dept	Same as ILE English Coordinator	English Dept	Full professor of Math	Math Dept	N/A

(table continues)

Campus	Director	English		ESL		Math		Other
		Corodinator	Depts	Coordinator	Depts	Coordinator	Depts	
Northridge	Assoc VP for Academic Programs	Full Prof of English and Pan African Studies	Depts of English, Pan Af Studies, Chicano Studies	N/A	N/A	Assistant Professor of Math	Math Dept	COORDINATORS IN EACH OF THREE DEPTS OFFERING ENGLISH COURSES: Departmental faculty
Pomona	Dean of Instruction, History Professor	Assoc Prof of English, Coord of Basic Communication Skills	English Dept	Full Professor of English	English Dept	Full-time Math lecturer	Math Dept	N/A
Sacramento	Director of Learning Skills Center	Tenured LSC Eng Coord (LS15); Eng Dept Remedial Eng Coord (Eng 1)	LSC; English Dept	Tenured LSC ESL Coordinator	LSC; English Dept	Tenured LSC Math Coordinator	LSC	N/A
San Bernardino	English lecturer	None	English Dept	N/A	N/A	None	Math Dept	ILE EVALUATOR: Associate Dean of Undergraduate Studies
San Diego	Full Prof in Acad Skills Center, Full Prof of Lings	None	ASC	N/A	N/A	Full-time lecturer	ASC	ILE EVALUATOR: Faculty member of ASC ILE MONITOR: Faculty member of ASC
San Francisco	Former lecturer in Ethnic Studies; Summer Bridge Director	Full Professor of English, Composition Coordinator	English Dept	Part-time ESL lecturer	English Dept	Asst to Dir of Eth Stds (ES 50); Chair of Math Dept (Math 60)	Ethnic Studies; Math Dept	ILE MONITOR: SFSU senior, Summer Bridge monitor
San Jose	Counseling Center Psychologist	English instructor	English Dept	ESL Program Director	English Dept	Math instructor	Math Dept	N/A
Sonoma	Part-time lecturer in Learning Center	None	LC (Un.98A & 98B); Eng Dept (Eng99)	N/A	N/A	None	LC (Un.9RC); Math Dept (Math 99)	N/A
Stanislaus	ILE Math instructor, visiting Math lecturer	Director of Writing Center	Writing Center	N/A	N/A	Same as ILE Director	Math Dept	ILE MATH ADVISOR: Full professor of Math

Table 3.3

1986-7 ILE Course Information

Campus	Component	Course Name/Number	Course Description	Level	Students Served	Instructor
Bakers-field	English	English 51 ED-RD 52.001 English 53	Reading comprehension/vocabulary Critical thinking and writing Basic writing	1st qtr 2nd qtr 3rd qtr	<25% EPT	Part-time
	ESL	English 191 English 192 English 193	Grammar, writing Vocabulary, grammar, writing Reading, vocabulary, writing	1st qtr 2nd qtr 3rd qtr	<25% EPT; LEP	Regular and part-time
	Math	Math 54.001 Math 54.015 Math 54.002	Arithmetic, elementary algebra Elementary algebra, geometry Intermediate algebra	1st qtr 2nd qtr 3rd qtr	<25% ELM	Part-time
Chico	English	English 16 English 17	Developmental writing/reading Basic writing workshop	1st sem 2nd sem	<25% EPT EPT <151	Part-time
	Math	Math 1 Math 2	Algebra, geometry Algebra, geometry	1st sem 2nd sem	<25% ELM	Part-time CSUC Butte College
Dominguez Hills	English	English 088 English 099	Developmental reading Basic writing workshop	1st sem 2nd sem	<25% EPT	Part-time
	ESL	English 088 English 099	Developmental reading/ESL section Basic writing/ESL section	1st sem 2nd sem	<25% EPT; LEP	Part-time
	Math	Math 001 Math 005	Arithmetic, algebra, geometry Algebra, geometry	1st sem 2nd sem	<25% ELM	Part-time
Fresno	English	English A	Fundamental writing skills	1st & 2nd sem	EPT <151	Part-time; graduate students
	Math	Math ILR	Arithmetic, pre-algebra, algebra, geometry	1st &	<25% ELM	Part-time
Fullerton	English	English 099	Developmental writing	1st & 2nd sem	EPT <151	Part-time
	ESL	English 099	Developmental writing/ ESL section	1st & 2nd sem	EPT <151; LEP	Part-time
	Math	Math 089A Math 089B	Arithmetic, elementary algebra Algebra, geometry	1st sem 2nd sem	<25% ELM	Fullerton Community College faculty
Hayward	English	English 891 English 892 English 893	Grammar, writing Grammar, writing Writing	1st qtr 2nd qtr 3rd qtr	<25% EPT	Part-time
	ESL	English 892	Grammar, writing	2nd qtr	<25% EPT; LEP	Part-time
	Math	Math 891 Math 892 Math 893	Arithmetic, elementary algebra Algebra Algebra, geometry	1st qtr 2nd qtr 3rd qtr	<25% ELM	Part-time
Humboldt	English	English 40 English 50	Writing Writing	1st sem 2nd sem	<25% EPT	Part-time
	Math	Math 40 Math 44	Arithmetic, elementary algebra Algebra, pre-calculus	1st sem 2nd sem	<25% ELM	Graduate students
Long Beach	English	ILE 010 English 001 or Blk Stds 070 or Mex Am Stds 040	Reading/writing Writing skills Language skills Bilingual communication skills	1st sem 2nd sem	<25% EPT	Part-time
	Math	MACC 160 MACC 113	Arithmetic Basic algebra, geometry	1st sem 2nd sem	<25% ELM	Long Beach City College faculty

(table continues)

Legend: LEP = Limited English proficient; <25% = Bottom quartile; ESL = English as a Second Language; Ss = Students

Campus	Component	Course Name/Number	Course Description	Level	Students Served	Instructor
Los Angeles	English	English 110	Basic writing	1st qtr	EPT 131-136	Part-time
		English 120	Intermediate writing	2nd qtr	EPT 139-146	
		Retake workshop	Tutoring in English 110 or 120	Follows 110/120	Ss who fail Eng 110 or 120	
	ESL	Retake workshop	Tutoring in English 110 or 120/ESL section	Follows 110/120	Ss who fail Eng 110 or 120	Part-time
	Math	Math 090	Arithmetic, algebra, geometry	1st & 2nd qtr	<25% ELM	Part-time
		Math 101	Algebra, geometry	3rd qtr		
Northridge	English	English 097 or Pan Af 097 or Chic Stds 097	Developmental reading	1st sem	<25% EPT	Regular and part-time
		English 098 or Pan Af 098 or Chic Stds 098	Basic writing	2nd sem		
	Math	Math 094A	Arithmetic, geometry	1st sem	<25% ELM	Regular and part-time
		Math 094B	Elementary algebra	2nd sem		
Pomona	English	English 095	Reading	1st qtr	<25% EPT	Regular and part-time
		English 096	Paragraph writing	2nd qtr		
		English 097	Writing	3rd qtr		
	ESL	English 098	Reading	1st qtr	EPT <130; LEP	Regular ESL faculty
		English 099	Writing	2nd qtr		
		English 102	Writing	3rd qtr	EPT 130-149; LEP	
	Math	Math 010	Arithmetic, geometry	1st qtr	ELM Arith<9 or ELM Geom <7	Part-time
		Math 011	Beginning algebra	2nd qtr	ELM Arith>9 and Geom >7	
		Math 050	Intermediate algebra	3rd qtr	<25% ELM	
Sacramento	English	LS 15	Writing, reading	1st sem	EPT 130-141	Part-time
		English 1	Writing, reading	2nd sem	EPT 142-150	
	ESL	LS 16	Writing, reading, grammar	1st sem	EPT 130-141	Part-time
		English 2A	Writing, reading, grammar	2nd sem	EPT 142-150	
	Math	LS 7A	Arithmetic, algebra, geometry	1st sem	ELM Arithmetic & geometry <17	Part-time
		LS 7B	Algebra	2nd sem	ELM Arithmetic & geometry ≥17	
San Bernardino	English	English 99A	Writing, reading	1st qtr	<25% EPT	Part-time
		English 99B	Writing, reading	2nd qtr		
		English 99C	Writing, reading	3rd qtr		
	Math	Math 85A	Fundamental arithmetic	1st qtr	<25% ELM	Part-time
		Math 85B	Algebra	2nd qtr		
		Math 85C	Geometry	3rd qtr		
San Diego	English	AS 110 and	Writing development	1st sem	<25% EPT	Academic Skills faculty
		AS 111 and	Reading development			
		AS 141D and	Learning skills			
		G.E. class and	One of several		Any student	SDSU faculty
		AS 296	G.E. study group		<25% EPT	SDSU gruduate students
		AS 150 and	Writing development	2nd sem	<25% EPT	Academic Skills faculty
		AS 141A	Reading development			
	Math	AS 102A and	Fundamentals of math	1st sem	<25% ELM	Academic Skills faculty
		AS 141H	Skills application			
		AS 102B and	Algebra review	2nd sem		
		AS 141H	Research tools			

(table continues)

Legend: LEP = Limited English proficient; <25% = Bottom quartile; ESL = English as a Second Language; Ss = Students

Campus	Component	Course Name/Number	Course Description	Level	Students Served	Instructor
San Francisco	English	English 49 English 50	Writing Writing	1st sem 2nd sem	<25% EPT; sections for hearing impaired	Graduate students in English
	ESL	English 204/205	Writing/reading	1st & 2nd sem	<25% EPT; LEP	Graduate students in ESL
	Math	Ethnic Studies 50 Math 60	Pre-algebra Elem algebra	1st sem 2nd sem	<25% ELM;sections for visually impaired & LD	Part-time
San Jose	English	English 3A English 3B	Writing Writing, reading	1st sem 2nd sem	<25% EPT	Regular and part-time
	ESL	English 3F	Writing, grammar	1st & 2nd sem	<25% EPT; LEP	Regular and part-time
	Math	Math 3A Math 3B	Arithmetic, basic algebra Algebra, geometry	1st sem 2nd sem	<25% ELM	Part-time
Sonoma	English	Univ 98A and Univ 98B English 99	Writing skills Reading skills Basic composition	1st sem 2nd sem	<25% EPT	Part-time
	Math	Univ 98C Math 99	Arithmetic Pre-college math	1st sem 2nd sem	<25% ELM	Part-time
Stanislaus	English	ILE English-I28-0100 ILE English-II28-0101	Reading, writing Writing	1st sem 2nd sem	<25% EPT	Part-time
	Math	Math Workshop 61-0100	Pre-algebra	1st & 2nd sem	<25% ELM	Full professor and part-time

Legend: LEP = Limited English proficient; <25% = Bottom quartile; ESL = English as a Second Language; Ss = Students

ILE Program Design is Influenced by Existing Developmental Courses on Campus.

Prior to the funding of ILE programs in 1985, a number of CSU campuses had in place well-developed remedial or developmental courses in either English or math or both. Because EPTs have been available since 1977, the English developmental programs are, in general, well-established, while, because of the relatively recent (1983-4) adoption of ELM exams, math developmental programs are still in the experimental stage. The histories of these programs on each campus affected the design and implementation of the ILE program. For instance, ILE English programs seemed to be more established and smoother in operation than ILE math.

With the inception of ILE funding, a number of campuses quickly modified their existing developmental courses into ILE courses. Several extended an existing one-semester course into a two-semester sequence and reduced class size to 12 as required by ILE funding guidelines. On campuses with a large proportion of underprepared students, special ILE sections with a smaller class size (N=12) were created out of the established developmental courses. However, the ILE sections were often oversubscribed. A number of campuses with a larger class size have adopted the practice of using tutors within or outside of the classroom to provide additional individual attention to ILE students. Some campuses use a combined approach of protected enrollment for ILE sections in the first semester but mix ILE and non-ILE students in the second semester while ILE students are given additional tutorial help.

On campuses where there were no established developmental courses, new ILE courses were created according to the ILE funding guidelines. Some of these campuses (e.g., Chico) found it more practical to offer ILE classes in conjunction with a local community college; some (e.g., Fullerton) relied on the community college completely to offer ILE math; a couple of campuses (Long Beach and San Luis Obispo) simply could not provide an ILE program according to the prescribed rules and gave up on ILE funds altogether in the first year of funding. To date, there is still one campus, San Luis Obispo, that does not have ILE; Long Beach now offers ILE English from the English Department, but instructors for ILE math are from Long Beach City College.

ILE Programs are by No Means Static.

On most campuses, the late announcement of ILE funding for 1985-6 meant programs were quickly and sometimes haphazardly put in place. In the second year, many programs went through personnel and organizational changes. To date, most programs continue to undergo modification based on internal assessment of staff and student satisfaction as well as the formative feedback from the external evaluation.

A number of campuses such as Dominguez Hills, Fresno, San Francisco, Sonoma, and Stanislaus have gone through changes of ILE leadership. Such leadership changes are often symptomatic of internal problems in ILE implementation. Besides leadership and other staff

changes, some programs, such as San Jose, have adopted a new curriculum midstream or plan to do so as they begin the third-year operation of ILE. Staff on several campuses expressed regret that just as they were getting the program in good operational order, the ILE funding was already coming to an end.

There are Five Organizational Patterns for ILE.

ILE programs varied in the way they were organized. While it is a requirement of the Chancellor's Office that each ILE program have a director, the position of the director and his or her responsibilities varied across campuses. Using the role of the director and the director's relationship with various program components as a guide, we can roughly divide all 18 ILE programs into five organizational patterns. From the most highly centralized to the least, these patterns are: Centralized, coordinated, skewed, autonomous, and decentralized.

Centralized Pattern. The program has a strong centralized leadership. The ILE director is involved in every aspect of the program design and implementation and makes all personnel decisions. This pattern is characteristic of small programs and campuses. The director is usually not a member of the English or math department and is sometimes assisted by campuswide committees in program design, implementation, and monitoring. The program is usually so small that no separate English and math coordinators are needed. Campuses that fit into this pattern are Bakersfield, Humboldt, San Bernardino, and Sonoma.

Coordinated Pattern. Coordinators of the program components have considerable control over the curriculum and the hiring and training of the instructors. The director has a role in program development and evaluation and serves mainly as a coordinator of the various components. This pattern is characteristic of medium-sized programs such as those in Chico, Pomona, and Sacramento.

Skewed Pattern. In this pattern, the ILE director has more knowledge and control over one component than the other by virtue of being a member of the instructional faculty of the one component. For example, at San Diego, the ILE director is very much involved in the design and teaching of reading and writing support courses which form the dominant component of the ILE, while the math component is much newer and smaller and is headed by a math coordinator. At Long Beach, the director is a member of the English department; at Stanislaus, the director is a math instructor.

Autonomous Pattern. ILE is composed of loosely coordinated, autonomous components. Each component is fairly independent in its program design and operation. The ILE director or the Director's Office, operating much like a component of the program, is responsible for advising and counseling of students and other support services for ILE students. This pattern seems to be characteristic of large urban campuses such as San Jose and Fullerton.

Decentralized Pattern. The role of the director is largely titular. The director, in general, occupies a high-status position on campus and is powerful and prestigious enough to head up the often mutually non-communicative departments of English and math. The director is responsible for submitting the proposal and reports to the Chancellor's Office, but that often entails attaching a cover letter from the Director's office onto the segments submitted by the English and math coordinators. The director has little knowledge of the day-to-day operation of the program. This pattern is characteristic of Hayward, Dominguez Hills, Los Angeles, and Northridge. San Francisco and Fresno are also decentralized in operation, but differ from the above campuses in that the directors do not occupy high offices.

Table 3.4 displays the five organizational patterns and the campuses that fall into each category.

Some ILE Programs are Outside the English and Math Departments.

One of the principles governing the ILE program is that academic departments and departmental faculty members should be involved in this innovative program for underprepared students. It is logical, therefore, that most campuses offer ILE courses from the English and math departments. However, campuses such as San Diego, Sacramento, and Sonoma house the ILE program within the Academic Skills Center or Learning Skills Center. On large urban campuses such as Northridge and San Francisco, the English or math courses are offered by more than one academic department. For instance, ILE English in Northridge is offered by three departments--English, Pan-African Studies, and Mexican-American Studies; at San Francisco, ILE math is provided by the math department and the School of Ethnic Studies.

Smaller Campuses Enjoy More Campuswide Involvement.

In the planning and implementation of ILE programs, genuine campuswide involvement is rare. However, on smaller campuses such as Sonoma and Bakersfield, campuswide committees were set up from the very beginning to plan, design, and oversee the implementation of the program. On most other campuses, only the English and math departments, or rather the developmental components of those departments, were involved. San Diego, being a large campus, found a creative solution for achieving more campuswide involvement. Even though the program is basically operated out of the Academic Skills Center and the EOP office, ILE English classes (reading and writing development) were offered in "packages." Each package had in its center a GE course from one of several academic disciplines and, thus, the program enjoyed the involvement of faculty from many fields.

Strong Policy Support from the Highest Level Reduced Problems with ILE Implementation.

The ILE funding policy states that for first-time freshmen scoring in the bottom quartile on the ELM/EPT, campuses must offer one

Table 3.4

ILE Organizational Patterns

Centralized	Coordinated	Skewed	Autonomous	Decentralized
Bakersfield	Chico	Long Beach	Fullerton	Dominguez Hills
Humboldt	Pomona	San Diego	San Jose	Fresno
San Bernardino	Sacramento	Stanislaus		Hayward
Sonoma				Los Angeles
				Northridge
				San Francisco

course in math and one course in English for the entire academic year. Many campuses complained that they could not comply with the rule in a timely fashion. Because of students' late test-taking and the late availability of test results, eligible students could not be identified, contacted, and placed into the ILE classes until the second or third (for quarter campuses) term.

On campuses such as Bakersfield, Northridge, and Sonoma, where there is high-level involvement and commitment to the ILE program, policies were set up so that students were placed appropriately in the first term. For example, these campuses require that students take ELM and EPT before the first term, and that ILE-eligible students are flagged by Admission and Records and must go through special registration steps to assure proper placement. Los Angeles was the campus least successful in identifying and placing ILE students in the first term. The reasons given are many. Los Angeles is an all-year-round campus; therefore, students can enter the University during any quarter. The inefficiency of the Admission and Records office, no priority registration for freshmen, and no GE advisors are also factors. Long Beach has similar difficulties in that priority registration is given to the upper division students, many of whom have yet to complete EPT and ELM requirements. These students end up enrolling in the ILE classes instead of first-time freshmen for whom the program is intended to serve. First-time freshmen do not have priority registration nor advisement. A further indication of the effect this policy has had on ILE enrollment is that only one freshman was among the eight students randomly selected from two math and English classes for interviewing.

The degree to which the ILE class size of 12 is maintained on each campus also has much to do with top-level campus support for the ILE program. Some campuses ignored the small class size rule completely, pleading that a limited campus budget and lack of classrooms and faculty made it impossible. San Francisco, for example, is one campus where compliance on class size has been a problem in ILE English; the Provost is aware of the problem and has allocated positions in the School of Humanities designated specifically for ILE classes so that the student-faculty ratio can be brought down to 12:1 in 1987-8.

Math Components are Often Underenrolled.

The math component was more often underenrolled than English. There appeared to be several reasons for this. Because students are allowed unlimited tries to pass the ELM examination, many students opt to take the test again and again instead of enrolling in ILE math classes which generate no academic credits. On a number of campuses, there are ELM preparation workshops offered in the evenings or weekends; many ILE-eligibles consider that to be a less painful way to prepare for ELM than taking the one-year ILE classes. Several ILE math students we interviewed indicated to us another possible reason for lack of interest in the course--they thought they needed only instruction in geometry, which they had missed in high school, and did not like having to go through remediation in basic arithmetic or algebra first as often required in the ILE math sequence.

Other reasons for underenrollment are the relatively late development of remedial math programs (see the first theme) and lack of interest, in general, for developmental math among math faculty. Both reasons may well explain the lack of well-established ways to track and guide ILE-eligible students into the courses. At Los Angeles, a rather unique reason for math underenrollment was given. There, EOP advisors told their students to register for EOP study skills courses first.

ESL Courses are Rarely a Part of ILE.

When the ILE program was designed, it was assumed that many of those who were eligible would be students for whom English is a second language. The large proportion of Asian students scoring in the bottom quartile on the EPT (over half those taking the exam) is evidence that this is the case. In general, however, ILE programs have not made special provisions for this population.

Bakersfield, Pomona, Sacramento, San Francisco, and San Jose have special ILE ESL courses (see Table 3.3). A number of other campuses such as Northridge and Hayward only offered special sections of ILE English reserved for ESL students. Los Angeles offered ILE "retake workshops" to provide additional individualized ESL instruction for ESL students who were failing their ILE English courses.

Other campuses do not yet have programs set up to address the special linguistic and cultural needs of ESL students; however, the staff we interviewed on these campuses all recognized the need to do so. In addition, several ILE directors have deliberately recruited staff with ESL specialization or experiences to teach ILE English.

Effectiveness of Teaching Varied Widely.

The quality of instruction in ILE courses varied tremendously, not only from campus to campus, but also within campuses. In general, the quality of math instruction appeared to be more uniform than that of English instruction. Los Angeles and Dominquez Hills both recruited the best high school math teachers from the area to teach ILE math. A number of other campuses employed part-time lecturers or graduate students to teach developmental and ILE math. Even though these instructors were not regular math faculty members, they specialized in teaching developmental math and knew how to deal with their students' math anxiety and past failures. Based on our observations and student interview data, these teachers, though having few credentials, and part-time and temporary in status, were effective instructors nevertheless. Several ILE directors and math department chairs interviewed frankly admitted that ILE math students fared better with these part-timers than with the regular math professors, who know little and care not at all about developmental math instruction.

In ILE English, the quality of teaching varied to a great extent. The following excerpts from our fieldnotes illustrate the extremes.

The first is an example of high quality instruction; the second, might be characterized as "uninspired."

> Teacher and students are discussing the "Baby M" case--pros and cons of surrogate parenthood. Teacher hands out a fact sheet about the case and, referring to the class text, introduces concepts having to do with writing argumentative essays. Students will be writing a paper, and will have to take a stand for either the Whiteheads (the surrogate parents) or the Sterns. Students brainstorm about issues involved in the Baby M case, while teacher writes their suggestions on the blackboard. Students and teacher engage in an active discussion, the majority of students taking the side of the Sterns, and teacher advocating the position of the surrogate mother. Teacher wraps up the discussion by referring students to their texts for information on writing introductory paragraphs. As the bell rings, several students are still arguing about the case with teacher.

> Teacher gives students a quiz on "tense shifts" consisting of five sentences with verbs in different tenses. Students are to make the tenses consistent. After the quiz, teacher conducts a lesson on past participles used as modifiers. She reads from the textbook, saying that past participles make writing "denser and more vivid." She reads from the text pairs of sentences and shows how they can be combined. Teacher reminds the class that their essays will be marked "abstract" if they don't use vivid modifiers, or "wordy" if they use several sentences which could be combined into one. Teacher continues reading from the text, saying that past participles need to have an -ed ending. She reads sentences from the book, calling on students one by one to correct the adjectives that need an -ed. Throughout the lesson, only one or two students call out the answers; others talk only when called on.

In the first example, the instructor actively engaged students in a discussion that led up to their next writing assignment. She encouraged them to see different points of view, while relating the lesson to the writing curriculum. The second instructor, on the other hand, relied heavily on the text, even reading from it for most of the lesson. Interaction in the lesson was limited, since students' turns to speak came only at the behest of the instructor.

Good teachers know each of their students well especially in ILE classes which are, by funding regulation, much smaller than regular college classes. Good teachers also care deeply that their students learn and have high expectations of their students. The following is an example of a teacher who has yet to learn her students' name at the end of the term, and who clearly is condescending to her ESL students:

> Teacher tells class that she wishes that all of them would pass their final examination next week; if they don't, they shouldn't be mad at themselves. One Asian girl raised her hand and said that "passing is not all; we want to do well."

And a little later, she emphatically says, "we're all smart."

The Academic Levels of ILE Courses Vary Greatly.

The above examples of classroom instruction also illustrate the wide range of curricular difficulty observed in ILE English classes. While all the ILE English classes were identified as developmental writing, the types of assignments and the cognitive level of the tasks students had to perform ranged from simple to quite complex. Some lessons observed looked like elementary school grammar instruction comprised of mechanical workbook exercises, while other lessons resembled critical thinking classes combined with expository writing. Some students were being taught how to write at the word level and at the sentence level, while others were learning about developing ideas, constructing a thesis statement, and the organization of an essay.

In ILE math, the range of lessons was even greater. A number of ILE lessons observed were on reading decimals and comparing the value of two or more decimals. Students in these classes needed such lessons; in one class, for example a heated debate arose over which of the following decimal values was greater: .01 or .001. In contrast, there were ILE lessons on polynomials and complicated algebraic word problems.

This theme raises an additional question about the appropriate level of ILE courses. The goal of the ILE program is to prepare students for baccalaureate English and mathematics; realistically, however, there is little chance that students working at the fifth or sixth grade level in math will be able to pass the ELM after one, or even four, years of remediation. Should ILE courses therefore focus only on those students having adequate levels of competence?

Part-time and Low-rank Faculty Members are the Norm.

On most campuses, ILE classes were taught by part-time lecturers or graduate students. While many of these part-timers were competent and dedicated instructors, as pointed out earlier, the policy of employing part-time instructors for ILE courses has important drawbacks. Part-time lecturers received low pay and no benefits on some campuses; they had little or no assurance of employment from term to term. As a result, many held several positions simultaneously--in ILE, at community colleges, and at local high schools. Many of the best instructors were frustrated with the situation and contemplating a career change.

While most graduate students were satisfied with their ILE assignment, some ILE directors had difficulty maintaining them. At Hayward, for example, graduate students with no prior teaching experience were recruited and trained to teach ILE English. After the first year, however, the department assigned these experienced students to Freshman Composition and replacements had to be identified for ILE.

If ILE is to succeed in providing high quality developmental instruction to underprepared students, the program will need to find ways to assure continuity of instructors. The alternative will be that, each term, many ILE students will face an instructor who is teaching the course for the first time.

Summer Bridge

Table 3.5 displays the organization and components of Summer Bridge programs on all 19 campuses. In general, each program has at least a director and an academic component coordinator. On several campuses there are additional coordinators for other components such as personal development, residential, orientation, and counseling. Table 3.5 also shows the regular position or rank of the personnel directing the program or coordinating the program components. Table 3.6 gives further details on courses and activities offered within each program and the program duration. Considerable variation is also evident here. In the following, we discuss a number of themes that emerged from the cross-site analysis.

The last three themes about ILE regarding the wide variations in instructional quality, the range in academic levels of courses, and the use of part-time, low-rank faculty are also true of most Summer Bridge programs. These will not be repeated here.

Most Staff and Students are Very Enthusiastic about the Summer Bridge Experience.

Based on our interviews conducted with the staff and students of eight Summer Bridge programs in 1986, this theme seems valid for most campuses.

Instructional, counseling, and tutoring staff were all highly motivated in helping their students. Most of them put into the program a lot more time and energy than the normal call of duty. For instance, some reported that they went to the dorm in the evenings to continue to provide assistance to their students especially the nights before tests.

Student interview data not only confirmed the above report but also indicated that students were highly enthusiastic about all aspects of the Summer Bridge experiences except the nearly universal complaints against the food in the dormitories. The following are a few representative samples of positive student comments on the program in general and the courses:

> I appreciate all the writing practice that we have received. I'll really appreciate it in the fall because the program gives me a good background.

> English class is the most useful. The program is worth it. My mother didn't recognize me because when I first got home, I was rushing around doing things in an organized way.

Table 3.5

1986 Summer Bridge Organization

Campus	Director/Coordinator	Academic Component	Orientation/ Advising/Counseling	Other
Bakersfield	Director: SAA Director	Academic Coordinator: Director, Academic Advancement Center		
Chico	Director: EOP Director; Coordinator of Retention for Educational Equity Services Program Coordinator: Advisor, Educational Equity Services			
Dominguez Hills	Director: EOP Director			
Fresno	Director: Associate Dean of Student Affairs, Outreach and Retention Coordinator: EOP Director; Director of Retention Support Services	Assistant Coordinator for Academic Services: Coordinator, Speech Communications	Assistant Coordinator for Learning Assistance and ILE Liaison: Director, Learning Assistance Center	
Fullerton	Director: Director of Learning Assistance Resource Center; ILE Director Coordinator: LARC staff			
Hayward	Director: EOP Director; Director of Learning Center	Academic Coordinator: EOP Retention Counselor		
Humboldt	Director: Associate Director, EOP			
Long Beach	Director: EOP Director	Instruction Coordinator Enrichment Coordinator	Tutoring Coordinator Orientation Coordinator	Residence Coordinator
Los Angeles	Director: Former Special Assistant to the VP for Academic Affairs; Acting Director, Learning Resource Center (beginning fall 1986)	Writing Coordinator: Part-time English Instructor Reading Coordinator: Instructor in Curriculum and Instruction Math Coordinator: Full Professor of Math; ILE Math Coordinator Oral Communication Coordinator	Personal Development Coordinator: EOP Director	Physical Education Coordinator

(table continues)

Campus	Director/Coordinator	Academic Component	Orientation/ Advising/Counseling	Other
Northridge	Director: Acting Director, Educational Equity Program; Acting Director, EOP	Instructional Coordinator: Associate VP for Academic Programs Coordinator, Integrated Core Curriculum: Full Professor of English and Pan African Studies; ILE English Coordinator Math Coordinator: Assistant Professor of Math (ILE Math Coordinator)		
Pomona	Director: EOP Director Project Coordinator: Associate Director, EOP	Coordinator of Academic Instruction: Associate Director, EOP	Coordinator of Orientation/Advising: SAA Director	
Sacramento	Director: Associate Professor; Coordinator, Ethnic Studies Center	Language Skills Coordinator: Coordinator, Learning Skills Center English Math Coordinator: Coordinator, Learning Skills Center Math)		
San Bernardino	Director: EOP Director			
San Diego	Director: Associate EOP Director	Academic Coordinator: EOP Academic Services Coordinator; Adjunct Professor of English	Personal Development Coordinator: EOP Counselor	Residential Program Coordinator: EOP Counselor
San Francisco	Director: EOP Consultant; Former lecturer in Ethnic Studies; ILE Director Assistant Director: Recent SFSU graduate			Program Evaluator: EOP Consultant; SFSU Graduate Student in Social Psychology
San Jose	Director: Associate Director, EOP; Associate Director, Learning Services	Academic Coordinator: EOP Reading Specialist	Orientation and Residential Coordinator: Director of ASPIRE	
San Luis Obispo	Director: Director of Special Services			
Sonoma	Director: Director of Educational Support Programs	Academic Coordinator: Special Services Program Study Skills Specialist	Orientation Coordinator: EOP, SAA Advisor	Residential Coordinator
Stanislaus	Director: EOP Director		Academic Counselor	

Table 3.6

1986 Summer Bridge Courses and Activities

Campus	Duration	Basic Skills Courses	Academic Courses†	Orientation	Tutoring Counseling/Advising	Other Activities
Bakersfield	4 weeks	Writing Reading Math Study Skills/College Survival Skills*		Parent Orientation Orientation to College* (course) Pre-orientation to ILE for potentially eligible students	Group study and group interaction and awareness sessions with RAs and peer tutors In-class tutoring Individual counseling	Games Physical recreation Films Summer Bridge Olympics Trip to Visual and Performing Arts Festival Awards banquet
Chico	5 weeks	Writing Math Small Group Communications* Adjunct to Small Grp Comms (Reading, Study Skills)		Lectures by staff of various campus offices	Career exploration/values clarification workshops Tutoring by Student Learning Center	Social and cultural activities
Dominguez Hills	6 weeks	English (writing and reading) Math Speech Communication Writing adjunct to Psychology class*	Psychology*	Orientation workshops	Tutoring, workshops, computer-assisted instruction by LAC Individual counseling/advising In-class tutoring	Social and cultural activities, e.g. pool parties, field trips, barbecues
Fresno	4 weeks	Writing Reading Math Study Skills Speech*	Enrichment electives (e.g. biology, computer science, chemistry) Culture (course)	University orientation Campus tours	Peer tutoring Career workshops by minority professionals Small groups led by peer advisor and counselor	Field trips Recreational activities, e.g. picnic, movies
Fullerton	4 weeks	Writing Reading Math ESL Strategies for learning (adjunct to subject matter course) Basic skills	Biology, history, or political science	Parent orientation Orientation by Student Services Activities and workshops	Activities and workshops in communication skills, career development	Health and fitness activities Trips to cultural and sporting events Social activities
Hayward	4 weeks	English (writing and reading) Math		Orientation (course; includes study skills)	Counseling and tutoring by RAs Individual counseling/advising with counselor or academic advisor Tutoring in LC	Cultural and social activities, e.g. field trips, multicultural films, play
Humboldt	5 weeks	English Math College Seminar* (study skills, college survival skills)	Introductory Anthropology*		Study groups with RAs Individual advising by SB advisor and faculty advisor	Special presentations and seminars by HSU faculty and community leaders Sessions with Education Equity faculty and staff
Long Beach	4 weeks	Writing Math Learning Skills		Included in Learning Skills course Summer Orientation and Registration (SOAR) workshops	Tutoring Counseling by RAs Small group exercises on interpersonal communication	Films Multicultural day College Bowl Talent show Awards ceremony
Los Angeles	3 weeks	Writing Reading Math Oral communications Personal development* (includes study skills) ESL-based reading/communication/writing preview		College Survival Skills Seminar Financial Aid Workshop Pre-EOP orientation	Counseling and tutoring provided by RAs	Physical education Social activities Dance performance Trips to museum, art gallery

LEGEND: *Course with G.E. credit
†Subject area instruction, such as Psychology, Anthropology, Literature, Political Science, Culture

(table continues)

Campus	Duration	Basic Skills Courses	Academic Courses	Orientation	Tutoring Counseling/Advising	Other Activities
Northridge	6 weeks	English (writing, reading, study skills; coordinated with culture class) Math	Culture class* (Chicano or Pan African Studies) Chemistry	Lectures	Life goals Individual counseling Math anxiety workshops	Student enrichment (networking)
Pomona	5 weeks	English (writing, reading) Math Problem solving/ critical thinking	Learning Skills* (includes subject area lecture, e.g. history, biology)	Parent orientation Orientation (course)	Individual and group tutoring Peer advisors Campus mentor Workshops on college success/ self-development	Recreational and cultural enrichment activities Meetings with representatives from academic departments and student organization
Sacramento	4 weeks	Language Arts/Writing Study skills Math (all three coordinated with subject lectures)	Subject area lectures by faculty in Arts and Sciences, Humanities, Applied Science	Lectures and workshops (first week)	Counseling and tutoring provided by RAs	Field trips (coordinated with subject lectures) Social activities
San Bernardino	5 weeks	Writing Reading Math Communication Study Skills	Faculty lecture series Ethnic Heritage seminars	Career Planning/ Placement Center Orientation	Life Planning (course) Individual advising and counseling	
San Diego	4 weeks	Language experience workshops (writing) Reading Math Learning skills	Literature*	Workshops and special presentations	Group sessions on goal formation and values clarification Individual counseling Tutoring	Recreational activities Cultural activities, e.g. trip to Tijuana Cultural Center, trips to museums, harbor cruise
San Francisco	5 weeks	English (writing, reading Math	Pre-Critical Thinking (Third World Thought) (course)	Orientation by EOP Advising and Developmental staff Workshops on financial aid Orientation for ILE students	College Success Skills (course) Workshops on majors, careers EOP tutoring and advising	Cultural, social, educational, and recreational activities
San Jose	6 weeks	Writing Reading Math Study Skills Tutorial Communications*		Orientation and Advising Seminar	Tutoring and counseling by RAs Group counseling with Counselor	Cultural enrichment (coordinated with writing course), e.g. films, poetry Social activities College Bowl
San Luis Obispo	5 1/2 weeks	Writing Math Computer Literacy Study Skills		Parent Orientation Week of Welcome (University orientation)	Student Development and Leadership Development (course) Seminars in personal development and career clarification	Field trips to public agencies, industries Recreational activities
Sonoma	6 weeks	Writing Reading Math Study Skills Oral Communications Workshop	G.E. course*, e.g. Anthropology, Geography, History, Mexican American Studies	Parent Orientation College Success Skills (course)	Counseling and advising by Counselor and students Tutoring in English/Math Drop-in Lab	Social programs Recreational activities
Stanislaus	4 weeks	Writing Math Study Skills	Lectures by G.E. faculty, e.g. Economics, Ethnic Studies, Political Science, Anthropology	Seminars on campus services	2 1/2 day retreat for personal development Counseling and Career Development workshops Tutoring and individual counseling by RAs	Recreational field trip Field trips to business and industry Social activities, e.g. ice cream eating contest,

LEGEND: *Course with G.E. credit
†Subject area instruction, such as Psychology, Anthropology, Literature, Political Science, Culture

The program is good. Without it, I would have been lost.

I love the Summer Bridge program. It helps me think and even play piano. I am more disciplined and independent even though I'll be living at home during the fall semester.

The program is the greatest. I'd like for this program to be around when my children are getting ready for college. This is the thrill of my life. This is a very supportive staff.

Students are also very enthusiastic about the friendships they formed with their peers and program staff. For example:

The best are the friendships that are made because you need friends to get through college.

Summer Bridge built up everyone's confidence. We have a family here. This is the fourth week, and I can see the transformation already.

Summer Bridge is an excellent program. The instructors take time to explain. They opened my eyes about the world.

College was this big thing at first, but now it is not intimidating at all. I have made new friends, and we'll all be together this Fall.

Students also expressed appreciation for the orientation they received in the program, and how they now felt confident to begin college. For example:

Summer Bridge gives us access to all aspects of college life and support systems.

I learned how college classes are run. All these things helped me learn the college rules.

I love dorm life and have become very familiar with the campus.

I won't be afraid when the school starts in the Fall.

Orientation is a helpful course because the instructor is so personable. I've met a lot of people and have gotten to know the campus well. I intend to get into extracurricular activities.

I love the Summer Bridge program because it helps me use my time and the resources. It gives us independence and responsibility.

Summer Bridge is Usually Operated from the EOP Office and Relies Heavily on all EOP Staff.

Practically all campuses operate their Summer Bridge program from the EOP office and serve mainly incoming EOP students. The reason for such a prevalent practice is that EOP has traditionally recruited and served underrepresented minorities and has a tradition of running its own summer orientation programs not unlike that of Summer Bridge. For example, Fresno had its first "Summer Bridge" in 1968. With such well-established summer program staff and mechanism, it was natural for the campus leadership to ask EOP directors to take charge of designing and implementing Summer Bridge.

However, on four campuses, the policy of involving the campuswide community and providing basic skills instruction was taken to mean that the program must not be offered from the EOP office. These exceptions were Bakersfield, where the program was led by the SAA director; Fullerton, where both Summer Bridge and ILE were operated from the Learning Resource Center and were led by the director of the Center; Los Angeles, where the program was managed by the acting director of the Learning Resource Center and Special Assistant to the Vice President of Academic Affairs; and Sacramento, where Summer Bridge was directed by an Associate Professor and Chair of Ethnic Studies department.

Some Campuses Continue to Debate Whether to House the Summer Bridge Program in Academic Affairs or Student Services.

This theme is related to the last one. EOP is usually housed within Student Services, while the Learning Resouce Center operates within Academic Affairs. On a number of campuses, because Summer Bridge provides academic preparation in addition to orientation, attempts have been made to move Summer Bridge out of EOP and into the Academic Affairs. The history of the Summer Bridge program at Los Angeles illustrates this ongoing debate. The 1985 Summer Bridge was operated out of EOP; the 1986 one, from the Learning Resource Center, which was a part of Academic Affairs; and the 1987 program was returned to the hands of EOP leadership.

Coordination between ILE and Summer Bridge Varies across Campuses.

ILE and Summer Bridge are required by the Chancellor's Office to have close coordination. For example, directors of both programs are required to sign off on each other's proposal. There is, however, great variation in the degree of coordination between the two. As reported in Chapter Two, over one-fourth of the Summer Bridge students eligible for ILE did not continue into the program; on some campuses, coordination goes little beyond the formality of proposal sign-off. The implementation of the Educational Equity Plan in the System will help to promote a more genuine coordination between the two programs, because the directors for both often serve together on the campus committee for educational equity.

Regarding coordination between the two programs, San Diego stands out in that the EOP office and the Academic Skills Center worked closely to develop both programs. The instructional faculty, counseling staff, and tutors are essentially the same for both programs. The division of labor is along the leadership line: The leadership for Summer Bridge comes out of the EOP Office, while the leadership for ILE comes out of the Academic Skills Center. At Chico, the same faculty are employed in both programs, and courses are designed to avoid overlap in content so as to make the transition from Summer Bridge to ILE smoother for the students.

CHAPTER FOUR

OUTCOMES FOR STUDENTS

In this chapter, we present data from the analysis of outcomes for students. The evaluation was designed to assess the outcomes for students in three broad areas: student learning, retention, and adjustment to university life. The relative emphasis on these, as well as the assessment measures, differ for Summer Bridge and for Intensive Learning Experience, however. Certain basic differences in program design, goals, selection procedures, and duration require that outcomes be treated separately.

Student learning is obviously an anticipated outcome for both Summer Bridge and ILE; however, given that Summer Bridge lasts only four-six weeks, while ILE may be two full semesters, expectations are not the same. Adjustment to university life, on the other hand, is not a specific goal of the ILE program, but preparing for college life is an integral part of Summer Bridge. With regard to retention, finally, the programs share a common goal and are thus measured in the same way. In the presentation of the available findings at this stage of the evaluation, care is taken to make explicit the expected outcomes and evaluation strategies for each program.

Outcomes for Summer Bridge Students

This evaluation was designed to measure the outcomes for Summer Bridge students along several dimensions. Among those examined in the first year were a) student retention in the university and b) adjustment to university life. These map onto two important goals of the program, to retain underrepresented minority students, and to make them better informed about the university and to feel better prepared to meet academic goals.

Retention

Table 4.1 displays one-year retention rates by admission basis and ethnicity for the 1985 cohort of ILE students. Figure 4.1 displays these data graphically. The information presented shows that one-year retention rates for Summer Bridge students are generally favorable compared to those of students systemwide:

- Retention rates of Summer Bridge students were higher than for students systemwide. Figures for the 1985 cohort of first-time freshmen, for example, showed that the one-year retention rate for regular admits systemwide was 78.5%, while for Summer Bridge it was 81.9%; the systemwide total for special admits was 70.9% compared to 73.6% for Summer Bridge students; and for all students in 1985, the retention rate was 77.2%. For Summer Bridge it was 76.9% (Analytical Studies, personal communication).

Table 4.1

1985 Summer Bridge One Year Retention
by Admission Basis and Ethnicity

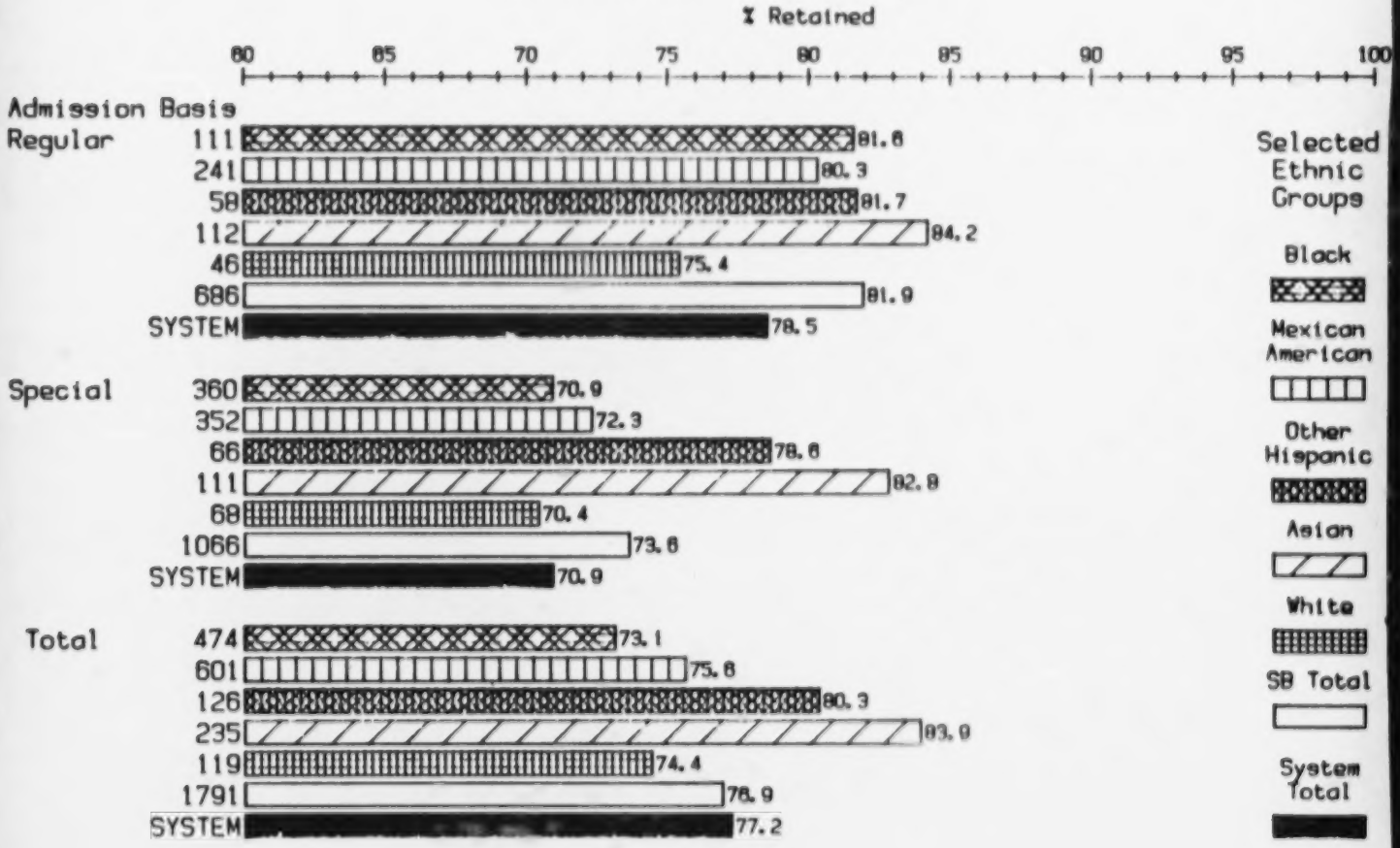
ADMISSION BASIS		ETHNICITY: Native American	Filipino	Black	Mexican American	Other Hispanic	Asian	Pacific Islander	White	All Other	No Response	Decline to State	ROW TOTAL
1985-6 Summer Bridge													
Alternate	n	0	2	3	8	2	12	0	5	0	7	0	39
	%	0.0	100.0	75.0	100.0	100.0	92.3	0.0	71.4	0.0	100.0	0.0	90.7
Regular	n	15	70	111	241	58	112	4	46	9	16	4	686
	%	88.2	88.6	81.6	80.3	81.7	84.2	100.0	75.4	69.2	88.9	66.7	81.9
Special	n	23	32	360	352	66	111	3	68	19	27	5	1066
	%	74.2	82.1	70.9	72.3	78.6	82.8	50.0	73.9	70.4	79.4	71.4	73.6
COLUMN TOTAL		38	104	474	601	126	235	7	119	28	50	9	1791
		79.2	86.7	73.1	75.6	80.3	83.9	70.0	74.4	70.0	84.7	69.2	76.9
SYSTEM TOTAL		68.2	80.4	69.5	72.7	75.3	86.9	72.5	76.7	75.8			77.2

Note: Cell entries show number and percent of students retained for one year (fall 1985 - fall 1986).

Figure 4.1

1985 Summer Bridge One Year Retention

Admission Basis by Ethnicity



- Underrepresented minority students in Summer Bridge had higher retention rates than their peers systemwide. The one-year retention rate for underrepresented minority students in Summer Bridge and systemwide were: Black, 73.1% and 69.5%; Mexican-American, 75.6% and 72.9%; and Other Hispanic, 80.3% and 75.3%.

Adjustment to University Life

Prior research shows that several factors associated with students' adjustment to university life contribute to their successful retention (Pascarella & Terenzini, 1980). Building upon this previous research, and taking into consideration the specific goals of Summer Bridge, the FWL evaluation team developed a Summer Bridge Student Survey (Appendix A).

The Summer Bridge Student Survey was administered in ILE classes in spring, 1987. Piloting on two campuses indicated that students would require no more than 10-15 minutes to complete the form. With the cooperation of ILE directors and their staffs, FWL distributed survey forms and machine-readable NCS forms to each campus. ILE instructors distributed surveys and answer sheets in their classes, and then, once all classes had been surveyed, ILE directors transmitted the completed forms to FWL. This choice for administration was based upon the assumptions that an in-class administration would ensure a high return rate, and that substantial numbers of Summer Bridge students would enter ILE. Both these assumptions proved to be correct, and as a result, over one-third of the 1986 Summer Bridge students (797) completed the survey. This strategy also had the advantage of providing a sample of students who could serve as comparisons for the Summer Bridge group.

Sample. Table 4.3 shows the survey sample achieved through in-class administration. Out of a total of 4332 students surveyed, 313 reported having participated in Summer Bridge only, and an additional 484 said they had enrolled in both Summer Bridge and ILE. Altogether, therefore, 797 Summer Bridge students were sampled; this is over one-third of the total Summer Bridge enrollment for 1986. In addition, 1688 ILE students and 1787 students who had participated in neither program were also surveyed.

Since not all students could be expected to know their class was part of the Intensive Learning Experience program, steps were taken to ensure that students were accurately identified. First, in the instructions accompanying the survey forms, program directors and classroom instructors were directed to assist students in completing that item. Second, program directors and instructors were asked to review each form for accuracy on this point. (Copies of the memos sent all program directors and instructors are provided in Appendix B). No such problems were anticipated for Summer Bridge students, since identification with that program is well-established on each campus. Despite these precautions, some students might still have been inaccurately identified; as a follow-up, survey respondents will be matched with cohort data.

Table 4.2

Summer Bridge: One Year Retention by Campus

CAMPUS	Alternate		Regular		Special		TOTAL	
	n	%	n	%	n	%	n	%
Bakersfield	3	75.0	29	67.4	36	70.6	68	69.4
Chico	1	50.0	31	88.6	49	57.6	81	66.4
Dominguez Hills	2	100.0	36	81.8	32	68.1	70	75.3
Fresno	1	100.0	79	89.8	128	86.5	208	87.8
Fullerton	0	0.0	14	77.8	77	67.5	91	68.9
Hayward	0	0.0	4	80.0	75	76.5	79	76.7
Humboldt	0	0.0	4	100.0	22	84.6	26	86.7
Long Beach	1	100.0	28	87.5	95	73.6	124	76.5
Los Angeles	31	93.9	176	85.0	139	84.8	346	85.6
Northridge	0	0.0	75	84.3	100	71.4	175	76.4
Pomona	0	0.0	39	78.0	37	67.3	76	72.4
Sacramento	0	0.0	28	73.7	10	58.8	38	69.1
San Bernardino	0	0.0	3	60.0	14	66.7	17	65.4
San Diego	0	0.0	55	78.6	67	68.4	122	72.6
San Francisco	0	0.0	3	100.0	56	74.7	59	75.6
San Jose	0	0.0	12	75.0	46	74.2	58	74.4
San Luis Obispo	0	0.0	48	80.0	21	70.0	69	76.7
Sonoma	0	0.0	18	75.0	38	69.1	56	70.9
Stanislaus	0	0.0	4	57.1	24	70.6	28	68.3
TOTAL	39	90.7	686	81.9	1066	73.6	1791	76.9

Figure 4.2
Summer Bridge One Year Retention by Campus

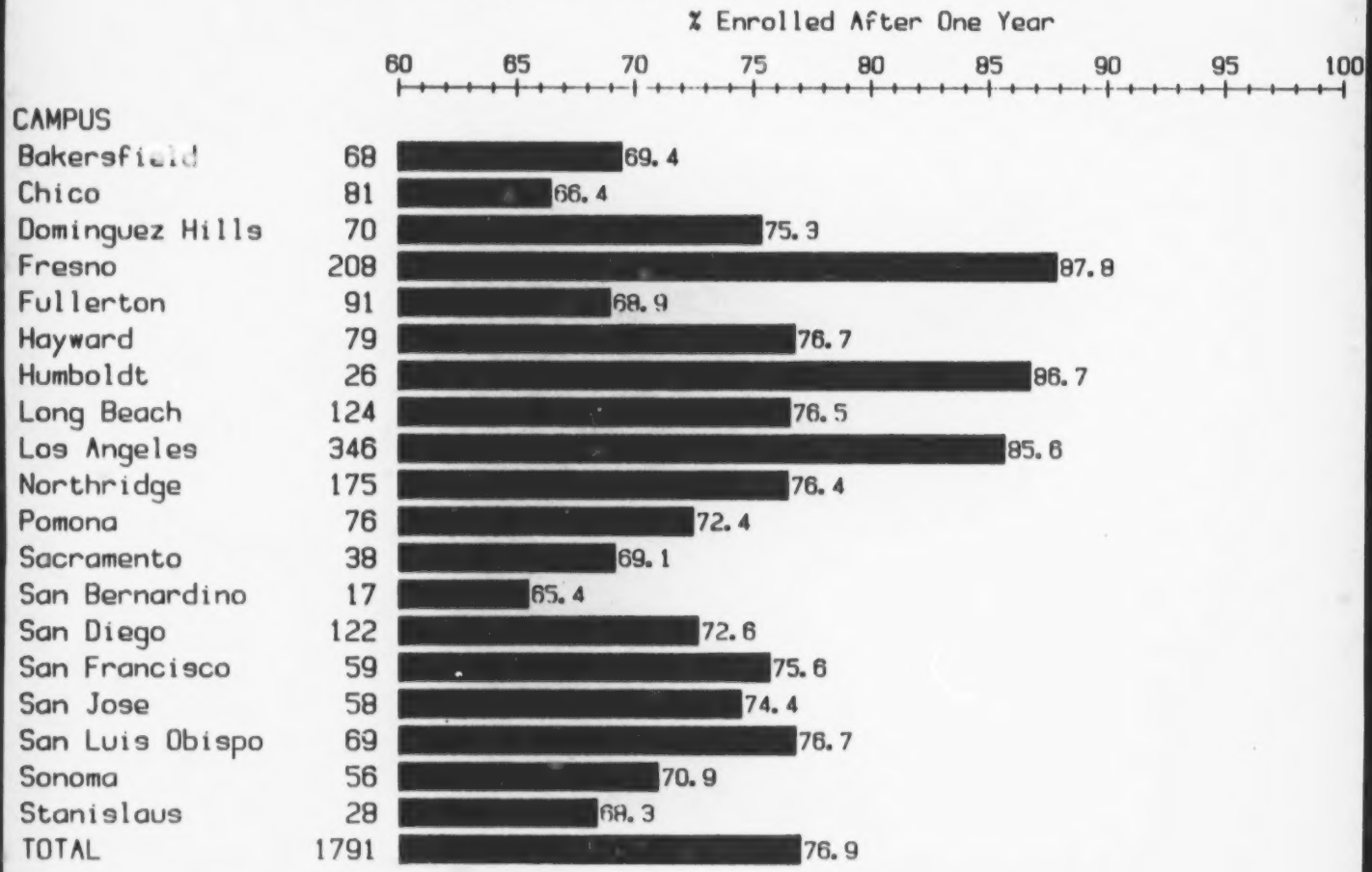


Table 4.3

Summer Bridge Survey Sample by Campus and Program

CAMPUS	PROGRAM				
	Summer Bridge	ILE	SB-ILE	Neither	TOTAL
Bakersfield	6 (4.3)	20 (14.4)	31 (22.3)	82 (59.0)	139 (3.2)
Chico	26 (16.1)	83 (51.6)	34 (21.1)	18 (11.2)	161 (3.8)
Dominguez Hills	6 (6.1)	55 (55.6)	22 (22.2)	16 (16.2)	99 (2.3)
Fresno	25 (7.2)	65 (18.8)	84 (24.3)	172 (49.7)	346 (8.0)
Fullerton	5 (2.8)	99 (55.0)	27 (15.0)	49 (27.2)	180 (4.2)
Hayward	14 (8.3)	80 (47.3)	59 (34.9)	16 (9.5)	169 (3.9)
Humboldt	9 (12.2)	13 (17.6)	17 (23.0)	35 (47.4)	74 (1.7)
Long Beach	0 (0.0)	148 (95.5)	7 (4.5)	0 (0.0)	155 (3.6)
Los Angeles	87 (26.3)	35 (10.6)	4 (1.2)	205 (61.9)	331 (7.6)
Northridge	56 (10.3)	198 (36.5)	22 (4.1)	267 (49.2)	543 (12.5)
Pomona	19 (3.1)	102 (16.5)	35 (5.7)	461 (74.7)	617 (14.2)
Sacramento	8 (1.9)	126 (30.7)	14 (3.4)	263 (64.0)	411 (9.5)
San Bernardino	0 (0.0)	51 (69.9)	14 (19.2)	8 (11.0)	73 (1.7)
San Diego	23 (5.5)	196 (47.2)	23 (5.5)	173 (41.6)	415 (9.6)
San Francisco	3 (1.4)	158 (71.5)	24 (10.9)	36 (16.3)	221 (5.1)
San Jose	3 (1.5)	151 (77.4)	22 (11.3)	19 (9.7)	195 (4.5)
San Luis Obispo	21 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	21 (0.5)
Sonoma	0 (0.0)	72 (60.0)	26 (21.7)	22 (18.3)	120 (2.8)
Stanislaus	2 (3.2)	36 (58.1)	19 (30.6)	5 (8.1)	62 (1.4)
TOTAL	313 (7.2)	1688 (39.0)	484 (11.2)	1847 (42.7)	4332 (100.0)

Note: Numbers in parentheses are percents.

The neither group appears in the sample for at least three reasons. First, several campuses merge ILE with regular remedial classes in the spring term. This is true, for example, at Pomona, Sacramento, and Northridge. Second, in accordance with ILE regulations, when fewer than 12 ILE-eligible students were available for a class, other students might be admitted to fill the section. Third, findings from the FWL site visits indicated that, in some cases, students who had not met the criterion for ILE were nevertheless admitted to ILE classes.

One further point should be made about the ILE comparison group. Performance of ILE students on this survey should not be taken as a measure of the effectiveness of that program. Adjustment, as defined here, is not a specific goal of the Intensive Learning Experience program; rather, the goal of that program is to improve students' academic performance.

Table 4.3 also displays numbers of students sampled at each campus. As expected, more Summer Bridge students were surveyed on campuses with large ILE and Summer Bridge enrollments. Campuses with a relatively large proportion of responses in the "neither" column merged ILE students into other remedial classes in the spring. At Los Angeles and Sacramento, for example, over 60% of the surveyed students reported having been in neither Summer Bridge nor ILE.

Students' First Language. Since the pool of students from which Summer Bridge and ILE select participants are increasingly made up of speakers of English as a second language, the Summer Bridge Survey included one item which asked students to identify their first language. Results are shown on Table 4.4. Nearly 50% were native English speakers; and those having Spanish as a first language accounted for 14.1%. Asian languages comprised the second largest group behind English. Chinese, Vietnamese, and Other Asian languages totaled 25.5%. The relative proportions of languages within each program group varied:

- Summer Bridge students were more often native Spanish speakers (28.4% for Summer Bridge Only and 28.9% for Summer Bridge-ILE), which is consistent with the student selection goals of the program. In the Summer Bridge Only group, native English speakers accounted for less than 40% of the total.

- Among those students who enrolled in only ILE, Asian languages were more strongly represented (27.0%). The figures for native English and Spanish were 53% and 10%, respectively.

Results. On the survey, students were instructed to select a response on a 5-point Likert scale. A copy of the survey form appears in Appendix A. For most of the items, the choices ranged from "strongly agree" to "strongly disagree."

Table 4.4

Summer Bridge Survey Sample

	English	Spanish	Chinese	Viet-namese	Other Asian	Other	No Reply	TOTAL
SB	123	89	22	18	20	12	29	313
Row %	39.3	28.4	7.0	5.8	6.3	3.8	9.3	7.2
ILE	894	170	179	131	144	79	91	1688
Row %	53.0	10.1	10.6	7.8	8.6	4.7	5.4	39.0
SB-ILE	230	140	14	16	29	19	36	484
Row %	47.5	28.9	2.9	3.3	6.1	3.9	7.4	11.2
Neither	863	209	193	140	177	84	137	1803
Row %	47.9	11.6	10.7	7.8	9.8	4.7	7.7	41.6
No Reply	22	4	7	5	2	1	3	44
Row %	50.0	9.1	15.9	11.4	4.5	2.3	6.8	1.0
TOTAL	2132	612	415	310	372	195	296	4332
Column %	49.2	14.1	9.6	7.2	8.7	4.5	6.7	100.0

Table 4.5 presents responses to items 3-32 for program groups. (The first two items concerned program identification.) In the column labeled "Response," the percent responding as indicated are combined. For example, 86.5% of Summer Bridge students answered either "strongly agree" or "agree" to question 10.

In general, the survey results show that Summer Bridge students, whether enrolled in ILE classes or not, responded in ways associated with adjustment and retention. As suggested above, less favorable responses by ILE students are not an indictment of that program, and suggest only that students not having the advantage of Summer Bridge may adjust more slowly to university life.

Items have been grouped into six areas: background, social integration, academic integration, institutional integration, interactions with faculty, and institutional commitment. Each of these broad areas has been shown to be strongly associated with adjustment to university life and retention (Tinto, 1975; Pascarella and Terenzini, 1980). Some important findings of the survey follow, with the area indicated in parentheses.

- More Summer Bridge students than non-Summer Bridge students reported having difficulty financing their education, but fewer worked half-time or more. More live on campus. (Background)

- Summer Bridge students appeared to be more satisfied with the friendships they had made at college. Indeed, a number of activities within Summer Bridge are directed toward enabling students to form lasting friendships with other students. (Social Integration)

- Summer Bridge students reported participating more frequently than their peers in social clubs and organizations. (Social Integration)

- Summer Bridge students tended to study more, to have developed study groups, and to be confident about their academic success. Each of these is an explicit goal of the program. Time management, the formation of study groups, and building a positive attitude toward academics are part of most Summer Bridge programs. (Academic Integration)

- Summer Bridge students made use of various campus services more frequently than their peers. The orientation component of most Summer Bridge programs includes an introduction to the library, EOP facilities for counseling and tutoring, and the Learning Assistance Center. (Institutional Integration)

- Summer Bridge students more often met with faculty outside of class and appeared to gain more from those interactions as well. (Interactions with Faculty)

Table 4.5

Summer Bridge Student Survey Results: Percent Responding by Item

Adjustment Dimensions / Item	Response	Student Group SB	ILE	SB-ILE	Neither
Background					
10. I speak and understand English very well.	Strongly Agree + Agree	86.5	83.3	85.4	80.7
11. I am having difficulty financing my college education.	Strongly Agree + Agree	45.0	40.1	51.3	43.4
30. Where do you live?	On campus	26.2	13.9	27.7	12.0
31. How many hours per week are you employed?	20 or More	20.5	30.8	21.3	34.7
32. How many years have you lived in the United States?	5 or Less	8.6	13.3	7.6	17.1
Social Integration					
3. I am satisfied with the quality of friendships I have made at this university.	Strongly Agree + Agree	81.5	72.1	80.6	67.1
21. What student clubs or organization(s) have you been in?	None	70.9	75.3	65.5	74.8
22. What student clubs or organization(s) have you been involved in? (Note: Choices are different).	None	53.7	66.1	48.8	64.7
23. How many hours per week (on average) do you spend in extracurricular activities (such as clubs, organizations, athletics, or recreational activities)?	4 or More	23.9	28.5	28.9	30.3
Academic Integration					
4. My General Education classes this term are too difficult.	Strongly Agree + Agree	16.0	19.3	15.3	20.2
16. What do you think your GPA will be when you graduate?	3.1 - 4.0	52.4	49.1	56.6	50.0
17. How many times per week do you meet with other students to study?	3 or More	17.6	13.1	18.4	11.9
18. How many hours per day (on average) do you study outside of class?	3 or More	55.6	53.8	57.2	53.5
28. For all of your courses, how many class sessions did you miss last term?	7 or More	12.5	14.3	15.7	12.9

(table continues)

Adjustment Dimensions / Item	Response	Student Group			
		SB	ILL	SB-ILL	Neither
Institutional Integration					
24. How many times last term did you use the Learning Assistance or Tutorial centers on campus?	Never or Once	52.1	59.7	39.7	71.1
25. How many times last term did you use the services of the Educational Opportunity Program (EOP)?	Never or Once	41.5	74.7	31.2	83.7
26. How many times last term did you use student counseling services other than EOP, e.g., Academic Advising?	Never or Once	74.4	76.6	65.1	81.1
27. How many times last term did you use the library?	4 or More	73.2	66.4	67.4	69.4
Interaction with Faculty					
12. My contacts with faculty in class or in tutorials have had a positive influence on my personal life.	Strongly Agree + Agree	48.8	38.9	41.3	35.0
13. My contacts with faculty in class or in tutorials have had a positive influence on my academic growth.	Strongly Agree + Agree	63.6	62.4	64.8	58.4
14. My contacts with faculty outside of class have had a positive influence on my personal life.	Strongly Agree + Agree	36.8	25.7	32.0	22.8
15. My contacts with faculty outside of class have had a positive influence on my academic growth.	Strongly Agree + Agree	44.4	38.3	45.3	32.3
19. How many times did you meet with faculty outside of class last term?	Never or Once	36.1	39.7	30.6	46.8
20. For what reasons did you usually meet with faculty outside of class last term?	Both social and academic	32.3	16.4	28.1	16.1
Institutional Commitment					
5. Overall, I enjoy the classes I am taking this term.	Strongly Agree + Agree	74.1	70.5	76.4	70.6
6. I am confident that I will graduate from college.	Strongly Agree + Agree	89.1	85.9	90.1	87.9
7. I made the right decision in coming to this university.	Strongly Agree + Agree	79.5	77.8	82.2	75.3
8. Overall, I am satisfied with the quality of teaching at this university.	Strongly Agree + Agree	68.7	72.5	74.8	70.0
9. It is important for me to graduate from college.	Strongly Agree + Agree	96.4	94.7	94.6	95.3
29. What are your plans for your education?	Graduate from this University	73.8	77.2	74.0	78.5

- Summer Bridge students were more pleased with their classes and more satisfied with their choice of a university than other students in the survey. This result suggests that the extensive overview of the university that Summer Bridge provides develops a sense of belonging in the Summer Bridge students. (Institutional Commitment)

Outcomes for ILE Students

Expected outcomes for the ILE program are in a) retention and b) student performance and learning. To assess retention, the external evaluation team has gained access to systemwide enrollment data; these are available for two cohorts. Assessment of student performance is based upon several factors, including students' grades, units attempted, units completed, and grade point averages.

At this juncture in the evaluation, data are more complete in some areas than in others. Retention data, for example, because of the evaluation timeline, are limited to one-year rates, and only for the 1985 cohort. Elements for student performance for which data are more complete are units attempted, units completed, and overall grade point average. Data on ILE course grades and baccalaureate English and mathematics grades will be included in the final report to be submitted June 30, 1988.

Retention. Table 4.6 displays one-year retention rates by admission basis and ethnicity for the 1985-6 cohort of ILE students and the 1984-5 comparison group of ILE-eligible students. Retention data are also reported for the 1984-5 and 1985-6 Marginal group of students (those scoring between the 25th and 35th percentile on ELM or EPT), and for 1985-6 ILE-eligible students (below the 25th percentile but not enrolled in ILE). Additionally, systemwide one-year retention rates for 1985 are included. For the discussion that follows, we have chosen two percentage points or more as a measure of difference.

Figure 4.3 displays graphically one-year retention figures for the 1985-6 cohort along with system data by admission basis and ethnicity.

These data show that the one-year retention rates for ILE students are generally favorable compared to those of students systemwide:

- Retention rates of ILE students were comparable to those for students systemwide. The one-year retention rate for all students in the 1985 cohort of first-time freshmen was 77.2%, while the total figure for ILE was 76.6%.

- By admission basis, ILE students had greater retention rates than did comparable students systemwide. The system figure for regular admits was 78.5%, but 80.3% for ILE; the retention rates for special admits were system, 70.9% and ILE, 72.0% (Analytical Studies, personal communication).

Table 4.6

ILE One Year Retention
by Admission Basis and Ethnicity

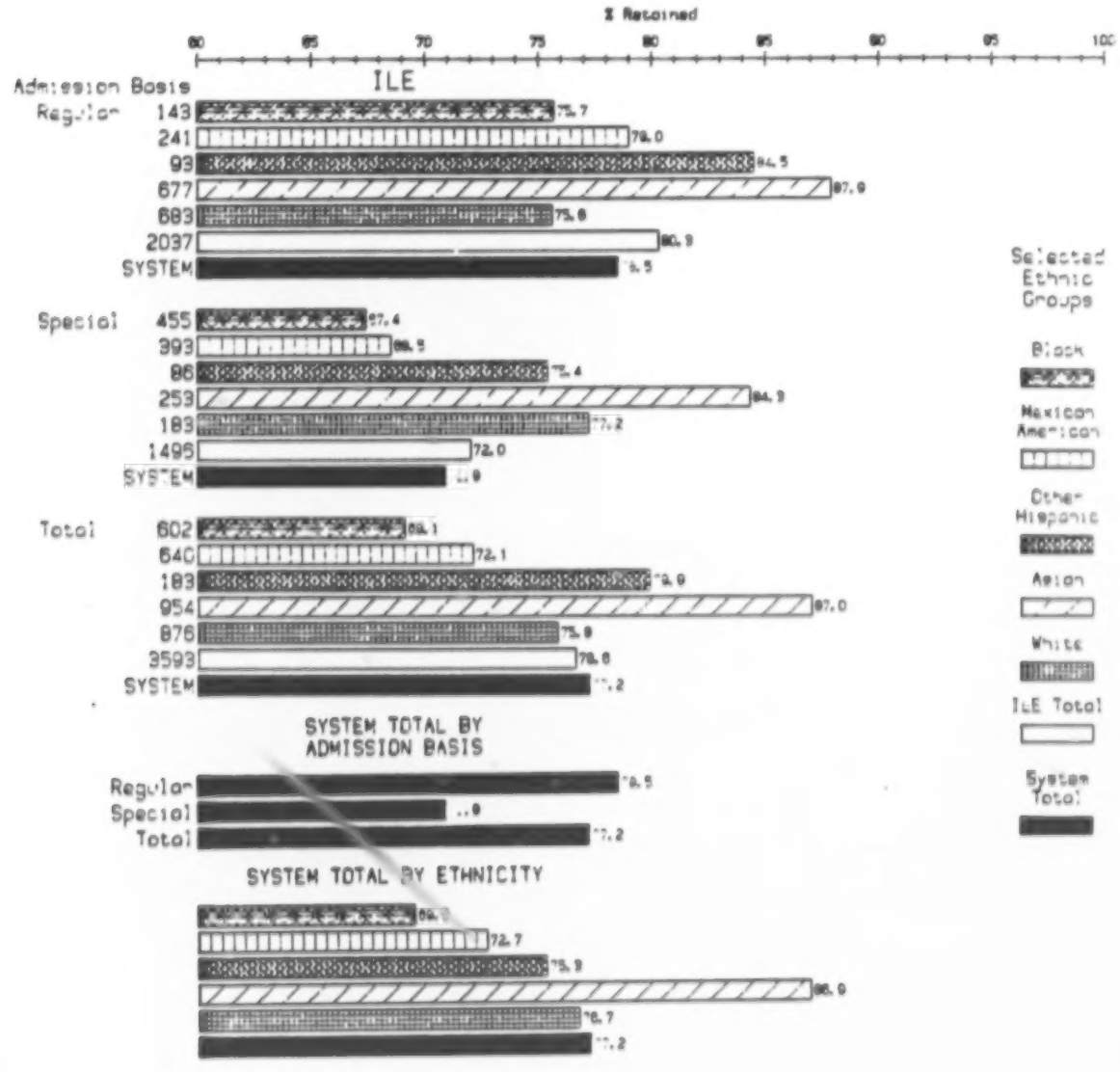
ADMISSION BASIS	ETHNICITY: Native American	Filipino	Black	Mexican American	Other Hispanic	Asian	Pacific Islander	White	All Other	No Response	Decline to State	ROW TOTAL
1984-5												
ILE-Eligible (425S)												
Alternate	0 (0.0)	0 (0.0)	1 (100.0)	1 (50.0)	0 (0.0)	1 (100.0)	0 (0.0)	17 (60.7)	0 (0.0)	1 (100.0)	1 (100.0)	22 (64.7)
Regular	16 (88.9)	90 (75.0)	81 (63.3)	159 (76.1)	67 (80.7)	841 (89.2)	14 (73.7)	834 (74.1)	58 (84.1)	40 (78.4)	18 (85.7)	2218 (79.6)
Special	11 (84.6)	53 (76.8)	420 (68.4)	289 (71.4)	81 (72.6)	241 (90.9)	4 (80.0)	244 (73.7)	28 (77.8)	28 (70.0)	8 (80.0)	1407 (74.1)
TOTAL	27 (87.1)	143 (75.7)	502 (67.6)	449 (72.9)	148 (76.7)	1083 (89.6)	18 (75.0)	1095 (73.8)	86 (81.9)	69 (75.0)	27 (84.4)	3647 (77.3)
Marginal (25-35S)												
Alternate	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)	4 (25.0)	0 (0.0)	0 (0.0)	0 (0.0)	5 (40.0)
Regular	3 (25.0)	43 (81.1)	37 (75.5)	72 (73.5)	28 (80.0)	144 (97.3)	6 (80.0)	592 (74.1)	18 (66.7)	11 (68.8)	5 (83.3)	959 (76.0)
Special	1 (100.0)	14 (77.8)	43 (63.2)	89 (78.7)	12 (63.2)	71 (84.0)	1 (100.0)	72 (69.9)	9 (75.0)	6 (85.7)	2 (66.7)	240 (72.3)
TOTAL	2 (40.0)	57 (80.3)	80 (68.4)	131 (75.7)	40 (74.1)	166 (86.9)	5 (83.3)	665 (73.4)	27 (69.2)	17 (73.9)	7 (77.8)	1197 (75.1)
SYSTEM TOTAL	(68.2)	(80.4)	(69.5)	(72.7)	(75.3)	(86.9)	(72.5)	(76.7)	(75.8)			(77.2)
1985-6												
ILE												
Alternate	1 (50.0)	5 (100.0)	4 (44.4)	6 (66.7)	4 (80.0)	24 (88.9)	1 (100.0)	10 (66.7)	1 (50.0)	3 (100.0)	1 (100.0)	60 (75.9)
Regular	13 (76.5)	83 (78.3)	143 (75.7)	241 (79.0)	93 (84.5)	677 (87.9)	10 (90.9)	683 (75.6)	47 (72.3)	71 (77.8)	26 (76.5)	2037 (80.3)
Special	19 (73.1)	49 (79.0)	455 (67.4)	393 (68.5)	86 (75.4)	253 (84.3)	4 (57.1)	183 (77.2)	27 (75.0)	22 (66.7)	5 (38.5)	1496 (72.0)
TOTAL	33 (73.3)	137 (79.2)	602 (69.0)	640 (72.1)	183 (79.9)	954 (87.0)	15 (78.9)	876 (75.8)	75 (72.8)	46 (73.0)	32 (66.7)	3593 (76.6)
ILE-Eligible (425S)												
Alternate	1 (100.0)	1 (100.0)	1 (50.0)	5 (83.3)	1 (100.0)	16 (94.1)	0 (0.0)	16 (61.5)	0 (0.0)	1 (50.0)	0 (0.0)	42 (75.0)
Regular	6 (54.5)	46 (70.8)	44 (67.7)	73 (62.4)	27 (79.4)	458 (84.7)	6 (60.0)	470 (72.2)	22 (64.7)	15 (83.3)	21 (63.6)	1188 (75.2)
Special	7 (87.5)	12 (85.7)	156 (72.6)	108 (70.1)	27 (71.1)	101 (89.4)	1 (50.0)	93 (69.4)	20 (87.0)	17 (73.9)	5 (83.3)	547 (74.9)
TOTAL	14 (70.0)	59 (73.8)	201 (71.3)	186 (67.1)	55 (75.3)	575 (85.7)	7 (58.3)	579 (71.4)	42 (73.7)	33 (76.7)	26 (66.7)	1777 (75.1)
Marginal (25-35S)												
Alternate	0 (0.0)	0 (0.0)	0 (0.0)	3 (75.0)	0 (0.0)	1 (100.0)	0 (0.0)	2 (50.0)	1 (100.0)	0 (0.0)	0 (0.0)	7 (58.3)
Regular	5 (50.0)	42 (89.4)	39 (83.0)	69 (76.7)	33 (89.2)	185 (84.6)	6 (85.7)	509 (75.9)	30 (85.7)	18 (78.3)	12 (80.0)	1029 (78.6)
Special	1 (33.3)	3 (60.0)	41 (75.9)	40 (71.4)	13 (68.4)	9 (100.0)	1 (100.0)	51 (74.3)	7 (63.6)	5 (83.3)	2 (66.7)	177 (73.4)
TOTAL	6 (42.9)	45 (86.5)	80 (78.4)	112 (74.7)	46 (82.1)	195 (85.4)	7 (87.5)	566 (75.7)	38 (80.9)	23 (79.3)	14 (77.8)	1213 (77.6)

Note: Cell entries show number and percent ( ) of students retained for one year (Fall 1985 - Fall 1986).

Figure 4.3

1985-6 ILE One Year Retention

Admission Basis by Ethnicity



Retention rates of ILE students were also compared with those of the comparison groups included on Table 4.6. From an examination of these data, using two percentage points as a criterion for difference, these conclusions can be stated:

- Retention rates for ILE students, regardless of admission basis, were similar to those in the two comparison groups. The retention rates for ILE students was 76.6%; in 1984 it was 77.3%; and among 1985-6 ILE eligibles, 75.1%.

- Regular admit students in ILE had retention rates equal to or better than their counterparts in the comparison groups. Of regular admit ILE students, 80.3% were retained, against 75.2% of ILE-eligible students.

- Special admit students in ILE had somewhat lower retention rates than those in comparison groups. Comparison group retention rates were over 74%, whereas the rate for those in ILE was 72.0%.

- Other Hispanic and White students in the sample had higher retention rates in ILE. Nearly 80% of Other Hispanics in ILE were retained, while figures for 1984 ILE-eligibles were 76.7% and for 1985-6 ILE-eligibles, 75.3%.

- Black, Mexican-American, and Other Hispanic ILE students, who were regular admits, had higher retention rates than those in comparison groups. In fact, across all ethnic groups, ILE regular admits had consistently higher retention rates compared to 1985-6 ILE-eligible students.

- Asian students had retention rates over 80%, regardless of ILE status or admission basis.

Table 4.7 presents campus one-year retention rates for 1985-6 ILE and ILE-eligible students. These data are shown graphically in Figure 4.4. One-year retention rates varied considerably across campuses. Campuses having the highest retention rates for ILE students were Fresno, San Francisco, and Los Angeles; those with the lowest were San Bernardino, Bakersfield, and Sonoma.

With two or more percentage points as the criterion for difference, these results show that:

- At the campus level, retention rates for ILE students compare favorably with similar students at those campuses. At 10 of 17 campuses with ILE programs, ILE students had higher retention rates than the comparison group; at six campuses there was no clear difference. Only one campus ILE program had a lower retention rate, and there enrollment totals were quite small, so that differences in percent are less meaningful.

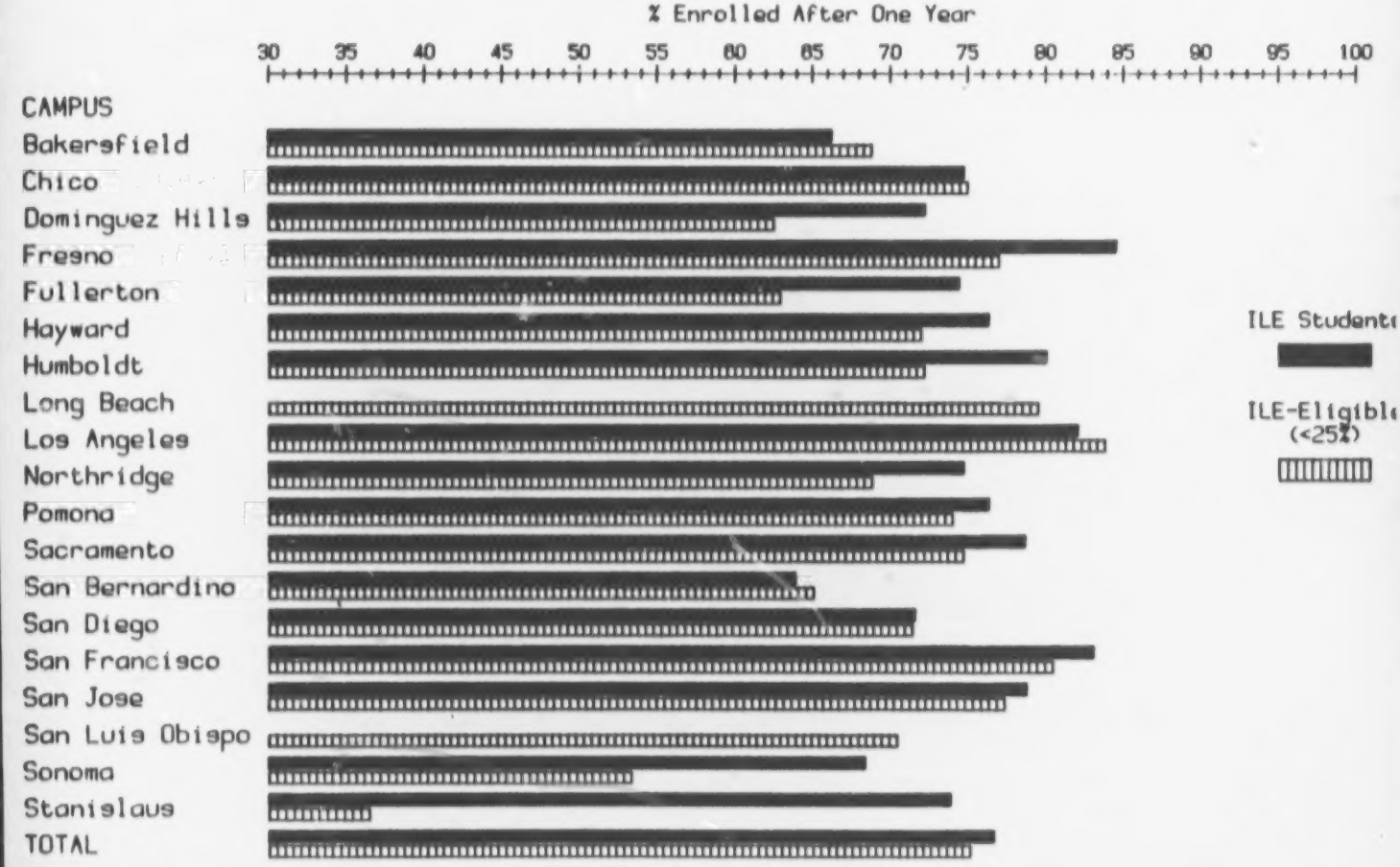
Table 4.7

ILE: One Year Retention by Campus
for 1985-6 Cohort

CAMPUS	ILE Students		ILE Eligible (<25%)	
	n	%	n	%
Bakersfield	49	66.2	22	68.8
Chico	148	74.7	24	75.0
Dominguez Hills	91	72.2	20	62.5
Fresno	180	84.5	94	77.0
Fullerton	238	74.4	39	62.9
Hayward	158	76.3	18	72.0
Humboldt	28	80.0	26	72.2
Long Beach	--	--	489	79.5
Los Angeles	491	82.0	176	83.8
Northridge	480	74.7	150	68.8
Pomona	244	76.3	131	74.0
Sacramento	162	78.6	62	74.7
San Bernardino	51	63.8	13	65.0
San Diego	451	71.5	150	71.4
San Francisco	336	83.0	152	80.4
San Jose	358	78.7	68	77.3
San Luis Obispo	--	--	131	70.4
Sonoma	69	68.3	8	53.3
Stanislaus	59	73.8	4	36.4
TOTAL	3593	76.6	1777	75.1

Note: Cell entries show number and percent of students retained for one year (fall 1985 - fall 1986).

Figure 4.4
ILE One Year Retention by Campus



These one-year retention data indicate that, in general, the retention rates for ILE students are higher than those of comparable students. Some caution should be used in interpreting these findings. While one-year rates are a good indication of the numbers of students continuing, they are ultimately an insufficient measure of retention. Student enrollment patterns vary from term to term. Students in the 1980s do not go straight through, but may stop for a term now and then, especially those with financial problems. Another factor is that many of those students enrolled in ILE or other remedial courses through their first year, have not really experienced the general education and baccalaureate courses that make up the freshman year. Judgement about the effectiveness of ILE programs should be reserved, therefore.

Caution should also be used in interpreting retention rates for campuses with particularly small groups of students, since one dropout may reduce the retention rate by as much as three percentage points.

It should also be pointed out that these data do not take into consideration students' ethnicity or admission basis. Given the variations in retention systemwide on these variables, further examination will be required. For instance, the Los Angeles ILE program was over one-third Asian, and only about 10% Black. This fact alone might account for the higher retention rate at that campus. A similar hypothesis could be posited for San Francisco. A further breakdown by ethnicity and admission basis might be revealing.

Academic progress. At this point in the evaluation, academic progress has been measured in terms of the total units attempted, units completed, and mean grade point average (GPA). Findings on these measures are reported below. Additional aspects of academic progress will be treated in the coming year of the evaluation, including baccalaureate grades in English and/or mathematics, grades in ILE courses, and performance on ELM.

Total units attempted include all those taken for academic credit. The grade point average is calculated using grade points earned divided by units attempted. Table 4.8 shows the mean total units attempted for ILE and comparison students. These data indicate that, at an aggregated level, at least, there appear to be no important differences between ILE and comparison group students' units attempted. Further analysis of these data will include an examination by admission basis and ethnicity.

Total units attempted include all units, whether for academic credit or not, that students earn. Table 4.9 displays mean units completed for ILE and comparison group students. In the first term, ILE students completed from 9 to 10 additional units compared to other groups. The 1985 cohort of ILE students completed 24.83 units their first term, while ILE-eligible students from the same cohort completed only 15.27. A possible explanation for this difference is that ILE students have completed additional credits as a function of ILE enrollment; many also completed units in Summer Bridge. Note finally that the difference between groups diminished in the second term.

Table 4.8

ILE Mean Total Units Attempted by Term

	First Term		Second Term		Third Term	
	n	x	n	x	n	x
1984-5						
ILE-Eligible (<25%)	4719	13.40	3647	13.84	2966	13.44
Marginal (25-35%)	1594	13.36	1197	13.73	999	13.2
1985-6						
ILE	4488	13.36	4395	13.72	3593	13.35
ILE-Eligible (<25%)	2365	12.99	2131	13.56	1777	13.41
Marginal (25-35%)	1560	13.18	1437	13.81	1212	13.50
1986-7						
ILE	3786	13.38	3472	13.53		
ILE-Eligible (<25%)	3208	12.98	2943	13.74		
Marginal (25-35%)	1741	13.14	1599	13.63		

Table 4.9

ILE Mean Total Units Completed by Term

	First Term		Second Term		Third Term	
	n	x	n	x	n	x
1984						
ILE-Eligible (<25%)	4315	14.90	3638	28.39	2919	56.98
ILE-Marginal (25-25%)	1464	15.14	1197	28.50	980	57.13
1985						
ILE	4295	24.83	3572	36.14		
ILE-Eligible (<25%)	2119	15.27	1764	28.12		
ILE-Marginal (25-35%)	1428	14.96	1207	27.92		
1986						
ILE	3435	25.81				
ILE-Eligible (<25%)	2904	15.29				
ILE-Marginal (25-35%)	1592	14.49				

Grade point average is calculated by using grade points and total units attempted. Table 4.10 shows the mean grade point average for ILE and comparison students by term enrolled. Once again, there is no apparent difference between groups. There is, however, a slight improvement by term for all groups.

As mentioned above, a limitation of the data presented here is that they do not examine possible variations in admission basis and ethnicity. Retention data, for example, showed these to be important background factors relating to student persistence. Based upon these data, and at this point in the evaluation, the academic progress of ILE students appears to be no better nor worse than that of their counterparts. It is probably too early in students' university careers, however, for important differences to have emerged--or for the impact of ILE courses to have been felt, for that matter. In the final year of the evaluation, special attention will be given to academic progress and performance as program students enroll in more general education and major courses.

Table 4.10

1984-5 and 1985-6 ILE Mean Campus GPA by Term

	First Term		Second Term		Third Term	
	n	GPA	n	GPA	n	GPA
1984-5						
ILE-Eligible (<25%)	4288	2.34	3631	2.42	2961	2.45
Marginal (25-35%)	1459	2.36	1197	2.44	999	2.51
1985-6						
ILE	4219	2.33	3573	2.39		
ILE-Eligible (<25%)	2115	2.32	1771	2.41		
Marginal (25-35%)	1429	2.37	1211	2.45		
1986-7						
ILE	3415	2.37				
ILE-Eligible (<25%)	2900	2.34				
Marginal (25-35%)	1583	2.39				

CHAPTER 5

CONCLUSION

This chapter summarizes the findings of the evaluation thus far. In the first section, preliminary findings of the evaluation are discussed in the context of the six assumptions for each program that the Request for Proposals (California State University, 1985) identified for testing by the external evaluation. The second section contains a more general discussion of the findings of the evaluation thus far.

Assumptions for Summer Bridge

1. Students selected are most in need and best able to profit.

The enrollment data examined in Chapter 2 indicate that Summer Bridge programs have indeed selected students who are in great need of their services. More than 70% of the Summer Bridge students in the first two years were underrepresented minorities; more than 60% were special admits; and more than half scored in the bottom quartile on the ELM or EPT. In addition, most of the Summer Bridge students were admitted through the Equal Opportunity Program on their campus. Finally, interview data from site visits indicated that many were first-generation college students and received financial aid.

Whether the Summer Bridge students enrolled in the first two years were the best able to profit from the experience is more difficult to measure. Interviews with both students and staff provide some evidence in this area, however. Students appeared to be very serious about their college lives and dedicated to working hard. More importantly, however, they seemed to recognize that they were fortunate to have the advantage of Summer Bridge. Several pointed out that friends not in Summer Bridge would be at a clear disadvantage in the fall; others said that they were not about to forfeit the opportunity the program had given them. Indirectly, the higher retention rates for Summer Bridge students is an indication that they were able to profit from their experience.

2. Selection criteria are appropriate.

Enrollment data for Summer Bridge reported above provide support for this assumption as well: a large percentage of Summer Bridge students were underrepresented minorities, special admits, and underprepared students.

Selection criteria for Summer Bridge allow campuses a certain amount of flexibility in choosing the students for the program. In this way, campuses can tailor their selection criteria to match campus capabilities as well as the population from which they can draw.

3. Students' English and mathematics skills improved as a result of Summer Bridge participation.

There are certain indications that the English and mathematics skills of Summer Bridge students did improve. Grade point averages are similar to those of comparable groups of students; virtually all the internal evaluations showed gains for students on pre- and post-tests; and students interviewed during site visits also reported having made improvements. However, the actual effect of Summer Bridge on students' English and mathematics skills is difficult to measure with confidence. First, the treatment time is short (four-six weeks at most), and apparent improvement may not be sustained. Second, the programs have a range of abilities; while some students review arithmetic, others take beginning calculus. A third, and related, source of difficulty is that appropriate comparison groups are not available.

While the external evaluation might not be able to answer this question definitively, in the next year, steps will be taken to help improve the data relevant to this question. In addition to those measures mentioned above, student transcripts and ELM attempts and scores will be analyzed. Finally, a systemwide look at data from internal evaluations will be taken.

4. Students are better informed and knowledgeable about the university and feel better prepared to meet academic goals.

Summer Bridge students' responses on the Summer Bridge Student Survey indicated clearly that they had experiences and attitudes more closely associated with adjustment to univeristy life than other students in the sample. They were confident and well-informed about the university. Each area associated with adjustment and retention showed SB students to be higher: social, academic, and institutional integration, interaction with faculty, and institutional commitment.

5. Student retention in the second and third years will be greater than that for comparable students.

While data to address this assumption directly are not yet available, one-year retention rates for 1985 Summer Bridge students were higher than those for comparable students sytemwide. This was true for the overall cohort, for regular and special admits, and for the targeted ethnic groups. After the coming year, two-year retention data will be available for this cohort and will provide a better measure of the program effect. However, the 1986 and 1987 cohorts might be more appropriate groups to examine, since the 1985 cohort was the first for the program. Because the program was in its infancy that year, we would expect better results from subsequent years.

6. Graduation rates and grade point averages of Summer Bridge students will exceed those of comparable students.

Obviously, the contract period of the evaluation is too short to measure graduation rates. Grade point averages for the first two cohorts were examined and appeared to be comparable to those of other

students. As they are monitored over the next year, differences might emerge, however, as the long-term effects of the program are realized.

Assumptions for Intensive Learning Experience

1. Students selected for ILE are those most in need of basic skills instruction.

Data presented in Chapter 2 provide partial evidence that the Intensive Learning Experience program is serving those students most needing basic skills instruction. For example, nearly half the ILE students were special admits and more than 40% were underrepresented minority students.

However, further analysis will be required to address this issue satisfactorily. For nearly 40% of the ILE students, no ELM or EPT scores were available, so that it is difficult to judge their need of basic skills instruction. In addition, large numbers of students who were eligible for the program were not served. In 1985-6, ILE captured two-thirds of the eligible students, but in 1986-7, only 55%. The identification and enrollment of students is a complex issue that needs to be addressed.

2. Selection criteria are appropriate.

Some data suggest that the selection criteria for ILE are appropriate. An assumption upon which the selection criteria for ILE are based is that many entering minority students are underprepared, and thus selecting students who score in the bottom quartile on ELM/EPT will result in a disproportionate number of minority students in the program. Data presented in Chapter Two confirm this assumption in that Black, Asian, and Hispanic students are overrepresented in ILE.

A second issue with regard to the selection criteria is whether the 25th percentile cut-off is appropriate. This point will be examined in the coming year. One approach will be to compare baccalaureate English and math performance for ILE and marginal pass students. Another will be to look for differential effects within ILE based upon EPT and ELM scores. There might be a level in ELM/EPT scores below which ILE service is less effective.

3. ILE students' performance on writing skills course exit exams and ELM will exceed that of comparable groups of students.

Evidence for this assumption is not yet available. In the coming year, subsequent ELM scores and the number of attempts will be studied for those students in ILE math. As a proxy for writing skills exit exams, the external evaluation will rely on baccalaurate English grades.

4. Grades in baccalaureate English and/or mathematics courses by ILE students will not be significantly different from those of other students in the same classes.

Sufficient data to test this assumption are not yet available. An analysis of student transcript data has begun, however. Grade reports have been collected and are being coded.

5. Retention of ILE students will improve in the second and third years and exceed that of comparable students.

As with the Summer Bridge, second and third year retention data are not yet available. However, the one-year retention rates for the 1985-6 ILE cohort compared favorably to those of students systemwide. At 10 of 17 campuses with ILE programs, program students had higher retention rates than those in comparison groups; at six campuses the rates were about the same. Regularly admitted ILE students had much higher retention rates than those in the comparison groups, but special admits had rates somewhat lower than those of their peers.

Further tracking of the ILE students will be needed for this assumption to be properly tested. One-year retention rates are only an indication of student persistence.

6. Graduation rates and grade point averages will exceed those of comparable students.

As with the final assumption for Summer Bridge, the period for the external evaluation is too short to measure graduation rates. However, grade point averages for the first two cohorts were examined and reported in Chapter Four. There appeared to be no significant differences between those of ILE students and those of other groups. Since the ILE program is designed to have a long-term effect, differences might emerge in the coming year.

Discussion

In this report, the Summer Bridge and ILE programs have been examined from several perspectives and reviewed against their overall objectives. While the longitudinal look necesssary for a proper assessment of the programs will require at least another year, several points of a general nature can be made at this stage of the evaluation.

First, it seems clear that both Summer Bridge and ILE are meeting with considerable success. Both programs are enrolling large numbers of underrepresented minority students; retention rates for Summer Bridge and ILE students are impressive so far; and their academic progress is on a par with that of their peers. Summer Bridge students seem to be adjusting better to university life as a result of the program. Across the system, the programs have responded to local needs and resources in creative ways. Programs are not static; seeking to improve, directors have made changes when problems were identified.

Conclusive evidence for the success of the programs will require a more longitudinal look, however, In fact, the impact of Summer Bridge and ILE on students may not show up until later in their university careers. The next year, therefore, is of critical importance to the external evaluation. Students' retention will be further tracked; several programs will be examined in depth through case studies; information from the first two years will be analyzed more closely in an attempt to tease out factors that contribute to program effectiveness.

Despite the apparent success of the programs overall, weaknesses have emerged in some areas. Perhaps most significant among these is that the implementation of ILE on some campuses has departed from the original program design. For example, compliance in enrolling eligible students is irregular; the quality of instruction suffers in some programs; students for whom English is a second language often get no special service; and advising in ILE is often perfunctory. These problems are difficult, but can be solved if given attention.

Another area which could stand improvement is the linkage and coordination between Summer Bridge and ILE. Coordination between the programs varies widely across campuses, and systemwide, over 300 ILE-eligible Summer Bridge students are not continuing to the ILE program. The serious implementation of Educational Equity plans might be one way to encourage further cooperation.

Thus far in this report, no attention has been given to the effect of the Summer Bridge and Intensive Learning Experience programs on faculty and staff. Information gathered in our site visits suggests that an important, but indirect, outcome of the programs will be the increased status and greater representation of minority faculty and staff. As the programs gain visibility on campus, the directors and staff become more involved in campuswide activities, such as the implementation of Educational Equity plans. The eventual impact on faculty may be a changed attitude toward minority students and equity programs, and a heightened awareness about the needs for educational equity throughout the campus.

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APPENDIX A:

CSU SUMMER BRIDGE/ILE STUDENT SURVEY

CSU SUMMER BRIDGE/ILE STUDENT SURVEY
Far West Laboratory for Educational Research and Development

We would appreciate your helping us to evaluate the Summer Bridge and ILE programs on your campus by answering the following questions. This is not a test, and your answers will not affect your grades in any way. All information on this survey will be kept strictly confidential. Thank you for your cooperation. Please mark your answers on the answer sheet using a #2 pencil.

Please fill in the following information on your answer sheet:

- NAME
- SEX
- CLASS LEVEL: Mark only one answer. FR = Freshman, SO = Sophomore, JR = Junior, SR = Senior.
- SOCIAL SECURITY NUMBER
- LANGUAGE CODE: To the right of Social Security Number, under ABC, please indicate your native (first) language by choosing one of the following three-digit codes:

001	English	008	Pacific Island language (such as Tongan or Samoan)
002	Spanish	009	Filipino language (such as Tagalog or Ilocano)
003	Chinese	010	Native American language
004	Vietnamese	011	Arabic
005	Cambodian	012	Farsi (Persian)
006	Laotian	013	Other
007	Other Asian language (such as Malay, Korean, Japanese, Hindi, Thai)		

Please answer questions 1 and 2 by filling in the appropriate bubble on your answer sheet.

1. Which programs have you participated in at this University?
   a. Summer Bridge only
   b. Intensive Learning Experience (ILE) only
   c. Both Summer Bridge and ILE
   d. Neither Summer Bridge nor ILE

2. How were you invited to Summer Bridge?
   a. By mail
   b. By phone
   c. In person
   d. A combination of the above
   e. Not invited to Summer Bridge

Please select the answer which most closely matches how you feel about the statement.

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
3. I am satisfied with the quality of friendships I have made at this university.	a	b	c	d	e
4. My General Education classes this term are too difficult.	a	b	c	d	e
5. Overall, I enjoy the classes I am taking this term.	a	b	c	d	e
6. I am confident that I will graduate from college.	a	b	c	d	e
7. I made the right decision in coming to this university.	a	b	c	d	e
8. Overall, I am satisfied with the quality of teaching at this university.	a	b	c	d	e
9. It is important for me to graduate from college.	a	b	c	d	e
10. I speak and understand English very well.	a	b	c	d	e
11. I am having difficulty financing my college education.	a	b	c	d	e
12. My contacts with faculty in class or in tutorials have had a positive influence on my personal life.	a	b	c	d	e
13. My contacts with faculty in class or in tutorials have had a positive influence on my academic growth.	a	b	c	d	e
14. My contacts with faculty outside of class have had a positive influence on my personal life.	a	b	c	d	e
15. My contacts with faculty outside of class have had a positive influence on my academic growth.	a	b	c	d	e

Please answer the following questions.

16. What do you think your GPA will be when you graduate?
    a. 2.0 to 2.5
    b. 2.6 to 3.0
    c. 3.1 to 3.5
    d. 3.6 to 4.0
    e. I don't expect to graduate.

17. How many times per week do you meet with other students to study?
    a. Never
    b. Once
    c. 2 times
    d. 3 times
    e. 4 or more times

18. How many hours per day (on average) do you study outside of class?
    a. Less than 1
    b. 1
    c. 2
    d. 3
    e. 4 or more

19. How many times did you meet with faculty outside of class last term?
    a. Never
    b. Once
    c. 2 or 3 times
    d. 4 or 5 times
    e. 6 or more times

20. For what reasons did you usually meet with faculty outside of class last term?
    a. For social reasons
    b. For academic reasons
    c. For both social and academic reasons
    d. I did not meet with faculty last term.

21. What student clubs or organization(s) have you been involved in? (Please mark only one answer.)
    a. Social or service-oriented, e.g., fraternity/sorority
    b. Student government or academic
    c. Both a and b
    d. Neither a nor b

22. What student clubs or organization(s) have you been involved in? (Note: Question 20 is the same as 19, but choices are different. Please mark only one answer.)
    a. Cultural or ethnic
    b. Recreational or athletic
    c. Both a and b
    d. Neither a nor b

23. How many hours per week (on average) do you spend in extracurricular activities (such as clubs, organizations, athletics, or recreational activities)?
    a. None
    b. 1
    c. 2 to 3
    d. 4 to 5
    e. 6 or more

24. How many times last term did you use the Learning Assistance or Tutorial centers on campus?
    a. Never
    b. Once
    c. 2 to 3 times
    d. 4 to 5 times
    e. 6 or more times

25. How many times last term did you use the services of the Educational Opportunity Program (EOP)?
    a. Never
    b. Once
    c. 2 to 3 times
    d. 4 to 5 times
    e. 6 or more times

26. How many times last term did you use student counseling services other than EOP, e.g. Academic Advising?
    a. Never
    b. Once
    c. 2 to 3 times
    d. 4 to 5 times
    e. 6 or more times

27. How many times last term did you use the library?
    a. Never
    b. Once
    c. 2 to 3 times
    d. 4 to 5 times
    e. 6 or more times

28. For all of your courses, how many class sessions did you miss last term?
    a. None
    b. 1 to 3
    c. 4 to 6
    d. 7 to 9
    e. 10 or more

29. What are your plans for your education?
    a. Interrupt my college studies and reenroll at a later time
    b. Transfer to a two-year college
    c. Transfer to another university
    d. Quit college to pursue other activities
    e. Graduate from this university

30. Where do you live?
    a. On campus
    b. Off-campus, but within walking distance
    c. I commute to campus (drive or take public transportation).

31. How many hours per week are you employed?
    a. None
    b. 1 to 9
    c. 10 to 19
    d. 20 to 29
    e. 30 or more

32. How many years have you lived in the United States?
    a. 2 or fewer
    b. 3 to 5
    c. 6 to 9
    d. 10 or more, but not all my life
    e. All my life

APPENDIX B:

MEMOS SENT TO PROGRAM DIRECTORS AND INSTRUCTORS

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

March 6, 1987

Dr. James George
Assistant Vice President and
Dean of Undergraduate Studies
California State College, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

Dear Dr. George:

One of our tasks as external evaluators of the California State University Summer Bridge and ILE programs is to measure student adjustment to university life. To accomplish this task, we have designed a survey of student attitudes and behavior which we would like to administer to all students presently in ILE or combined ILE/non-ILE classes. In our experience, students needed only about 15 minutes to complete the survey.

We are asking all ILE directors to manage the distribution, collection, and return of the student surveys. Enclosed are a set of surveys and answer sheets, a set of memoranda to ILE instructors, and envelopes for delivery of materials to instructors. Please deliver a packet of surveys and answer sheets to each instructor of an ILE or combined ILE/non-ILE class. Include a memorandum to the instructor in each packet.

Instructors should return to you the completed answer sheets and the survey forms. Please mail the answer sheets and survey forms to Far West Laboratory by March 31. A pre-paid address label is enclosed for this purpose.

We also ask that you remind instructors of two points. First, students should use a number 2 pencil to fill in their answers. Instructors may want to carry along some extra pencils. Second, please have instructors tell students to bring their Social Security numbers the day of the survey. Instructors should check answer sheets to verify that students have correctly entered their Social Security numbers and ILE status.

We appreciate your assistance in administering this survey; please accept in advance our thanks for your help. If you have any questions, please call me at (415) 565-3010.

Sincerely,

Larry F. Guthrie

Larry F. Guthrie
Principal Investigator

1855 FOLSOM STREET · SAN FRANCISCO, CALIFORNIA 94103 · (415) 565-3000

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

MEMORANDUM

TO: CSU Instructors of ILE Students

FROM: Larry F. Guthrie, Principal Investigator
CSU Summer Bridge and ILE External Evaluation

SUBJECT: Instructions for administering the CSU Summer Bridge/ILE Student Survey

Thank you for your assistance in administering this survey. The survey should take only between 10 and 15 minutes to complete.

* Please distribute one survey and one answer sheet to each student in your class, whether or not the student is in the ILE program.

* Please assist students in filling out the following biographical data on the answer sheet: name, sex, class level, social security number, and language. Students should indicate their native (first) language by means of one of the three-digit language codes listed on the survey. The three-digit code should be entered under ABC, to the right of Social Security Number. Some students may need help selecting their language code. Please make sure that students answer all five of these questions.

* Questions 1 and 2 refer to the Summer Bridge and Intensive Learning Experience (ILE) programs. Please assist students in determining whether or not they have participated in these programs. Because Summer Bridge and ILE go by other names on some campuses, you may need to clarify the terminology. If your class is a combined class of ILE and non-ILE students, furthermore, please make sure students know which category they fall into.

* Students must use a number 2 pencil to mark their answers. They should take care not to make any stray marks on their answer sheets. Please remind students to mark only one answer to each question.

* Please check students' answer sheets against your class roster to verify that they have correctly entered their Social Security numbers and their ILE status.

* Please return the completed answer sheets, along with the surveys, to your ILE director.

Thank you for taking time out of your busy schedule to assist us with this survey.

1855 FOLSOM STREET · SAN FRANCISCO, CALIFORNIA 94103 · (415) 565-3000